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ABSTRACT

This content analysis schedule for BICEP Intercambio de la Cultura (San Bernardino, California), presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached is additional information on learning strategies, language development, and materials acquisition. (SK)

ERIC verified

Proj. #448 San Bernardino, Calif.

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Bilingual Education Applied Research Unit
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ED 072708

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

Second Year data verified by project

✓ Initial Proposal

✓ 2nd Year Continuation

____ 3rd Year Continuation (on separate C.A.S.)

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation			
Pre-audit			
Interim audit			
Final audit			

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CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

TABLE OF CONTENTS

		PAGE
PROJECT IDENTIFICATION		
0.1	Project Number	1
0.2	Name of Project	1
0.3	Address of Project (number and street)	1
0.4	City and State of Project	1
0.5	State (checklist)	1
1.0	PROJECT HISTORY, FUNDING AND SCOPE	
1.1	Year Project Began under Title VII	1
2.0	FUNDING	
2.1	Funding of Bilingual Program, Prior to Title VII	1
2.2	Year Prior Funding Began	1
2.3	Student Level (Elementary or Secondary) in Prior Bilingual Program	1
2.4	Source of Prior Bilingual Program Funding	1
2.5	Concurrent Funding of Program(s) if Cooperating with Title VII Program	1
2.6	Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII	1
2.7	Source of Concurrent Funding	1
2.8	Total Title VII Grant (first year)	1
3.0	UNIVERSITY Involvement with Project	1
4.0	SCOPE OF PROJECT	
4.1	Number of Schools Involved	2
4.2	Students - total number	2
4.3	Students - grade level, number of classes, and number of students by grouped grade levels	2
4.4	Non-graded classes	2
PROCESS VARIABLES		
5.0	STUDENTS (sociolinguistic)	
5.1	Students' Dominant and Native Language and Cultural Affiliation (chart)	2
5.2	Cultural or Ethnic Identification of Target Students	3
5.3	Ethnic Identity of English Mother Tongue Students	3
5.4	Students' Native Language if Different from Dominant Language	3
5.5	Students' Dominant Language and Extent of Bilingualism	3
5.6	Recruitment of Students	4
5.7	Proportion of EMT Pupils in Project Area	4
5.8	Community Characteristics	4
5.9	Socio-Economic Status of N-EMT Participating Students	4
5.10	Socio-Economic Status of EMT Participating Students	4
5.11	Proportion of Migrant Students in Project	4
6.0	SOCIOLINGUISTIC SURVEY	
6.1	Existence of Survey	4
6.2	Groups Included in Survey	4
6.3	Language Dominance by Domains and through Various Means of Communication	4
6.4	Determination of Students' Language Dominance (if not in Survey)	5
6.5	Survey Includes Determination of any Inter-Language in Community	5
6.6	N-EMT Parental Attitudes toward Language Maintenance or Shift	5
6.7	EMT Parental Attitudes toward Second Language Learning	5
6.8	Student Attitudes toward Native and Second Language Learning	5
6.9	Community Attitudes toward Maintenance	5
6.10	Survey's Impact on Program	5
7.0	STAFF SELECTION	
7.1	Linguistic Background of Project Teachers	5

0.3 Address of Project (number and street) 1
0.4 City and State of Project 1
0.5 State (checklist) 1

1.0 PROJECT HISTORY, FUNDING AND SCOPE
1.1 Year Project Began under Title VII 1
2.0 FUNDING
2.1 Funding of Bilingual Program, Prior to Title VII 1
2.2 Year Prior Funding Began 1
2.3 Student Level (Elementary or Secondary) in Prior Bilingual Program 1
2.4 Source of Prior Bilingual Program Funding 1
2.5 Concurrent Funding of Program(s) if Cooperating with Title VII Program 1
2.6 Student Level (Elementary or Secondary) Involved in Concurrent Program Cooperating with Title VII 1
2.7 Source of Concurrent Funding 1
2.8 Total Title VII Grant (first year) 1
3.0 UNIVERSITY Involvement with Project 1
4.0 SCOPE OF PROJECT
4.1 Number of Schools Involved 2
4.2 Students - total number 2
4.3 Students - grade level, number of classes, and number of students by grouped grade levels 2
4.4 Non-graded classes 2

PROCESS VARIABLES
5.0 STUDENTS (sociolinguistic)
5.1 Students' Dominant and Native Language and Cultural Affiliation (chart) 2
5.2 Cultural or Ethnic Identification of Target Students 3
5.3 Ethnic Identity of English Mother Tongue Students 3
5.4 Students' Native Language if Different from Dominant Language 3
5.5 Students' Dominant Language and Extent of Bilingualism 3
5.6 Recruitment of Students 4
5.7 Proportion of EMT Pupils in Project Area 4
5.8 Community Characteristics 4
5.9 Socio-Economic Status of N-EMT Participating Students 4
5.10 Socio-Economic Status of EMT Participating Students 4
5.11 Proportion of Migrant Students in Project 4
6.0 SOCIOLINGUISTIC SURVEY
6.1 Existence of Survey 4
6.2 Groups Included in Survey 4
6.3 Language Dominance by Domains and through Various Means of Communication 4
6.4 Determination of Students' Language Dominance (if not in Survey) 5
6.5 Survey Includes Determination of any Inter-Language in Community 5
6.6 N-EMT Parental Attitudes toward Language Maintenance or Shift 5
6.7 EMT Parental Attitudes toward Second Language Learning 5
6.8 Student Attitudes toward Native and Second Language Learning 5
6.9 Community Attitudes toward Maintenance 5
6.10 Survey's Impact on Program 5
7.0 STAFF SELECTION
7.1 Linguistic Background of Project Teachers 5
7.2 Linguistic Background of Project Aides or Paraprofessionals 6
7.3 Dominant and Native Languages Used by Bilingual Teachers 6
7.4 Dominant and Native Languages Used by Aides 6
7.5 Cultural Affiliation of Teachers, Aides, Project Director and Evaluators 6
7.6 Selection of N-EMT Teachers from Local Community 7
7.7 Proportion of Teachers and Aides of Same Cultural Background as N-EMT Students 7
7.8 Teacher Qualifications (Training Prior to Project) 7
8.0 STAFF DEVELOPMENT
8.1 Areas of Training for Teachers and for Paraprofessionals 7
8.2 Stated Goals of Teacher Training 7
8.3 Methods of Teacher Training 8
8.4 Provision of Time for Joint Lesson Planning (Teachers and Paraprofessionals) 8
8.5 Provision for Paraprofessionals to Receive Credit toward Certification 8
8.6 Role of Paraprofessionals 8
8.7 Personnel Training Project Teachers and Paraprofessionals 8
8.8 Extent of Bilingualism and Biculturalism of Personnel Training Staff 8
8.9 Period When Training Is Provided 8

		PAGE
	8.10 Extent of Training	8
	8.11 Proportion of Teachers Attending Training	8
9.0	TEACHERS' ATTITUDES	
	9.1 Assesment of Teachers' Attitudes	8
10.0	STAFF PATTERNS	
	10.1 Kinds of Staff Patterns	9
	10.2 Staff	9
	10.3 Pupils per Class	9
	10.4 Aides/Paraprofessionals per Class	9
	10.5 N-EMT or Bilingual Aides/Paraprofessionals per Class	9
	10.6 Methods of Providing Special Aid to Pupils Having Most Difficulty in Learning	9
11.0	INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT	
	11.1 Duration of Bilingual Education (Policy)	9
	11.2 Projected Duration of Project Instruction through N-EMT Language (in years)	9
	11.3 Grade When Second Language Learning Is Introduced	9
	11.4 Projected Linking of Current Project to Future Bilingual Program	10
	11.5 Projected Duration of Second Language Learning for English Dominant Students	10
	11.6 Projected Duration of Learning in Native Language for N-E Dominant Students	10
	11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant	10
	11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant	10
	11.13 Program Type - One Way	11
	11.14 - 11.16 Instructional Time in and through Second Language for EMT Students	11
	11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom	11
12.0	METHODS OF SECOND LANGUAGE TEACHING	11-12
13.0	DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE	
	13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages	12
	13.2 Relation of Reading and Writing to Listening, Speaking	12
	13.3 Determination of Listening, Speaking Proficiency	12
	13.4 Relationship of Learning Native and Second Language Reading Skills	12
	13.5 Period Reading Is Introduced	13
	13.6 Determination of Reading Readiness	13
	13.7 Projected Grade for Grade Level Reading in Dominant and Second Language	13
	13.8 Projected Grade for Grade Level Academic Achievement in Second Language	13
14.0	INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING	13
15.0	TREATMENT OF CHILD'S LANGUAGE	14
16.0	MATERIALS	
	16.1 Reading Materials - Types	14
	16.2 Reading Material in Child's Dialect	14
	16.3 Materials and Techniques for Second Language Learning	14
	16.4 Sources of Materials in Language other than English	15
	16.5 Specific Bilingual/Bicultural Materials Used	15
17.0	STUDENT GROUPING	
	17.1 Mixed or Separated by Dominant Language	15
	17.2 Size of Groups	15
	17.3 Criteria for Grouping	15
18.0	TUTORING	
	18.1 Student Tutoring	15
	18.2 Paraprofessional Tutoring	15
	18.3 Parent Tutoring	16
	18.4 Training of Parent Tutors	16

11.1 Duration of Bilingual Education (Policy) 9
11.2 Projected Duration of Project Instruction through N-EMT Language (in years) 9
11.3 Grade When Second Language Learning Is Introduced 9
11.4 Projected Linking of Current Project to Future Bilingual Program 10
11.5 Projected Duration of Second Language Learning for English Dominant Students 10
11.6 Projected Duration of Learning in Native Language for N-E Dominant Students 10
11.7 - 11.9 Instructional Time in and through their Native Language for N-EMT Students who Are Non-English Dominant 10
11.10 - 11.12 Instructional Time in and through their Native Language (N-EMT) for pupils who are N-EMT/E Dominant 10
11.13 Program Type - One Way 11
11.14 - 11.16 Instructional Time in and through Second Language for EMT Students 11
11.17 Mixed or Separate Language Usage by Teacher and Aide in Classroom 11
12.0 METHODS OF SECOND LANGUAGE TEACHING 11-12
13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE
13.1 Sequential or Concurrent Learning of Listening, Speaking in Both Languages 12
13.2 Relation of Reading and Writing to Listening, Speaking 12
13.3 Determination of Listening, Speaking Proficiency 12
13.4 Relationship of Learning Native and Second Language Reading Skills 12
13.5 Period Reading Is Introduced 13
13.6 Determination of Reading Readiness 13
13.7 Projected Grade for Grade Level Reading in Dominant and Second Language 13
13.8 Projected Grade for Grade Level Academic Achievement in Second Language 13
14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING 13
15.0 TREATMENT OF CHILD'S LANGUAGE 14
16.0 MATERIALS
16.1 Reading Materials - Types 14
16.2 Reading Material in Child's Dialect 14
16.3 Materials and Techniques for Second Language Learning 14
16.4 Sources of Materials in Language other than English 15
16.5 Specific Bilingual/Bicultural Materials Used 15
17.0 STUDENT GROUPING
17.1 Mixed or Separated by Dominant Language 15
17.2 Size of Groups 15
17.3 Criteria for Grouping 15
18.0 TUTORING
18.1 Student Tutoring 15
18.2 Paraprofessional Tutoring 15
18.3 Parent Tutoring 16
18.4 Training of Parent Tutors 16
19.0 CURRICULUM PATTERNS 16
20.0 COGNITIVE DEVELOPMENT
20.1 In Early Childhood 16
20.2 In Later Grades 16
21.0 SELF ESTEEM 17
22.0 LEARNING STRATEGIES 17
23.0 BICULTURAL COMPONENT
23.1 Type 17
23.2 Cross-Cultural Awareness 18
23.3 Decreasing Ethnocentrism 18
23.4 Extent of Learning About N-EMT Culture 18
23.5 Definition of American Culture 18
24.0 COMMUNITY COMPONENT
24.1 Bilingual Libraries 18
24.2 Ethnic Studies Library 18
24.3 Program Dissemination to Community 19
24.4 Methods Used to Seek Community Involvement in Formulation of Program Policies 19
24.5 Methods Used to Keep Program Informed About Community 19
24.6 Means by which School Is Open to Community 19
25.0 IMPACT EVALUATION 19-20
26.0 EVALUATOR'S ROLE 20
27.0 EVALUATION PROCEDURE 20

Developed by Marietta Saravia Shore
Coordinator, BEARU

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bilingual education applied research unit
project b.e.s.t.
n.y.c. consortium on bilingual education

0.1 Project No. 448

CONTENT ANALYSIS SCHEDULE
FOR BILINGUAL EDUCATION PROGRAMS

Research Assistant M. Shore - C. Nafus Date Feb. 11, 1972

0.2 Name of Project BICEP Intercambio de la Cultura

0.3 Address of Project 172 West 3rd Street

0.4 San Bernardino, Calif.
Zip 92403

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see Project No.
97 - 1969
(07) - 1970
17 - 1971

1.1 1970

2.0 FUNDING (Mark all that apply)

2.1 1-Any P.IOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned

2.1 0

2.2 Year prior funding began

2.2 n.a.

2.3 Prior bilingual program involved:
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.3 n.a.

2.4 Source of prior bilingual program funding:

1-local	4-university
2-state	5-federal (specify).....
3-foundation	6-other (specify).....

2.4 n.a.

0.3 Address of Project 172 West 3rd Street

0.4 San Bernardino, Calif.
Zip 92403

.05 STATE 0.5 3

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
(3)-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII: 1.1 1970

see Project No.
97 - 1969
(07) - 1970
17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title VII continues or expands that program
0-no prior funding mentioned 2.1 0

2.2 Year prior funding began 2.2 n.a.

2.3 Prior bilingual program involved: 2.3 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 n.a.

1-local	4-university
2-state	5-federal (specify).....
3-foundation	6-other (specify).....

2.5 1-CONCURRENT funding of program(s), if cooperating with Title VII program
0-no concurrent funding mentioned 2.5 0

2.6 Concurrent program cooperating with Title VII involves: 2.6 n.a.
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII program: 2.7 na

1-local	4-federal (specify).....
2-state	5-other (specify) .....
3-university	6-foundation support .....

2.8 Total Title VII grant (first year only) 2.8 $103,000

2.9 Total funds for concurrent program(s) cooperating with Title VII (first year) 2.9 0

3.0 1-If a UNIVERSITY is working with the Title VII program, specify which: 3.0 0
0-none

4.0 SCOPE of PROJECT

4.1 Numbers of schools involved in Title VII program: 4.1 3

1-one 4-four 0-not specified
2-two 5-five
3-three 6-other

4.2 Total number of students in program A.First year 4.2 A 180
B.Second year B 360 Cp5
C.Third year C .....

4.3 Grade level of students in program; number of classes per grade and total number of students by grouped grade levels (by second year)

Grade	Number of Classes
PS-PreSchool	.....
K-Kndgtn	3

PSK 90 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	.....
8-grade 8	.....
9-grade 9	.....

B ..... TOTAL students gr. 7-9

4.3 PSK .....
A .....
B .....
C .....

Grade	Number of Classes
1-grade 1	3
2-grade 2	.....
3-grade 3	.....
4-grade 4	3
5-grade 5	3
6-grade 6	.....

A 270 TOTAL students gr. 1-6

Grade	Number of Classes
10-grade 10	.....
11-grade 11	.....
12-grade 12	.....

C ..... TOTAL students gr. 10-12

4.4 1-All classes graded 4.4 .....
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together: .....

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 180	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 180

I Total Non-English Dominant: 180

II Total English Dominant: 180

5.0

		No.	%
NE dom N-EMT	I	180	50%
E dom NEMT	II_1	hs	...
E-Dom EMT	II_2	180	50%
Total E-Dom II= II_1 + II_2		180	50%

(by second year)

Grade	Number of Classes
PS-PreSchool	
K-Kndgtn	3

PSK 90 TOTAL NO. students PS and K

Grade	Number of Classes
7-grade 7	
8-grade 8	
9-grade 9	

4.3 PSK ....
A ....
B ....
C ....
D ..... TOTAL students gr. 7-9

1-grade 1	3
2-grade 2	
3-grade 3	
4-grade 4	3
5-grade 5	3
6-grade 6	

A 270 TOTAL students gr. 1-6

10-grade 10	
11-grade 11	
12-grade 12	

C ..... TOTAL students gr. 10-12

4.4 1-All classes graded
2-All classes ungraded
3-Some classes ungraded
If ungraded, specify ages or grades grouped together:.....

4.4 .....

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

5.1 Students Dominant and Native language interaction and cultural affiliation (Indicate number of students in each category and specify cultural affiliation in box)
(Circle any information which is inferred and write INF.)

	I Non-English Dominant	II English Dominant
1. Total Non-English Mother Tongue	I N-E Dom - NEMT: 180	II E-Dom - NEMT
2. Total English Mother-Tongue		II_2 E-Dom - EMT: 180
	I Total Non-English Dominant: 180	II Total English Dominant: 180

5.0		No.	%
NE dom NEMT	I	180	50%
E dom NEMT	II_1	hs	
E-Dom EMT	II_2	180	50%
Total E-Dom II= II_1 + II_2		180	50%

KEY:

	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work.
	N-E Dom - EMT	E-Dom - EMT
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:		Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.....	..... %	.....
A2 Cherokee	A2	.....	..... %	.....
A3 Other (specify)	A3	.....	..... %	.....
A TOTAL No. of American Indian A		.....	..... %	.....
Americans of other ethnic backgrounds:				
B1 Mexican-American	B1	180	50 %	.....
B2 Puerto-Rican	B2	.....	..... %	.....
B3 Cuban	B3	.....	..... %	.....
B4 Other Spanish-American (specify)	B4	.....	%	.....
B TOTAL No. of Spanish-speaking Americans	B	180	50 %	.....
C Portuguese-American	C	.....	..... %	.....
D Franco-American	D	.....	..... %	.....
F Chinese-American	F	.....	..... %	.....
G Eskimo	G	.....	..... %	.....
H Russian	H	.....	..... %	.....
J Other	J	.....	..... %	.....
I TOTAL number of N-EMT target students		180	50 %	.....

Cp5

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 Anglo	E1	180	50 %	.....
E2	E2	—	..... %	.....
II TOTAL number of EMT students other than target population		180	50 %	.....

Cp5

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4.....

Dominant language	(specify) Different Native Language	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent	
Number	%	not spec.	No. %	not spec.	only listening speaking comprehension ability

	B1 Mexican-American	B1 180	50 %	.....
	B2 Puerto-Rican	B2	..... %	.....
Cp5	B3 Cuban	B3	..... %	.....
	B4 Other Spanish-American (specify)	B4	%	
	B TOTAL No. of Spanish-speaking Americans	B 180	50 %	.....
	C Portuguese-American	C	..... %	.....
	D Franco-American	D	..... %	.....
	F Chinese-American	F	..... %	.....
	G Eskimo	G	..... %	.....
	H Russian	H	..... %	.....
	J Other	J	..... %	.....
	I TOTAL number of N-EMT target students	180	50 %	.....

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

Cp5	E1 Anglo	E1 180	50 %	.....
	E2	E2	..... %	.....
	II TOTAL number of EMT students other than target population	180	50 %	.....

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.

5.4 .....

Dominant language	Different Native Language (specify)	Number	Per Cent
1-English	.....	.....	.....
2-Spanish	.....	.....	.....

5.5 Students' Dominant Language and Extent of Bilingualism

	Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent			
	Number	%	not spec.	No. %	not spec.	only listening comprehension No. %	speaking ability No. %	
E	180 English	50	X	... X	...	... ...	... ...	...
A	..... American Indian	...	...	... ...	...	... ...	... ...	...
A1	..... Navajo	...	...	... ...	...	... ...	... ...	...
A2	..... Cherokee	...	...	... ...	...	... ...	... ...	...
A3	..... Keresan	...	...	... ...	...	... ...	... ...	...
A4	..... Other (spec.)	...	...	... ...	...	... ...	... ...	...
S	180 Spanish	50	X	... X	...	... ...	... ...	...
C	..... Portuguese	...	...	... ...	...	... ...	... ...	...
D	..... French	...	...	... ...	...	... ...	... ...	...
F	..... Chinese	...	...	... ...	...	... ...	... ...	...
G	..... Eskimo	...	...	... ...	...	... ...	... ...	...
H	..... Russian	...	...	... ...	...	... ...	... ...	...
J	..... Other (spec.)	...	...	... ...	...	... ...	... ...	...

5.6 Recruitment of Students: 5.6 3

0 - not specified
1 - English Mother Tongue and Non English Mother Tongue Students are required to participate in the bilingual program
2 - Only N-EMT are required to take program, EMT's participation is voluntary
3 - Both EMT and N-EMT participation is voluntary
4 - Students selected according to some criteria of project (in addition to language)

Cp 43

5.7 Proportion of [illegible]on pupils in project area: see Chart C 5.7 54%
n.s. - not specified on the chart

5.8 Community Characteristics (mark ally that apply) 5.8 3
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify) reservation

5.9 A. Socio-economic status of N-EMT participating students 5.9 A. 54%
(indicate specific percent of low SES)
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-econonomic status of EMT participating students 5.10 ns
(indicate specific percent of low SES on the blank)
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 18%
(Indicate specific percent)
n.s. - not specified

Pp 5

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included: 6.2 I na
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

5.8 Community Characteristics (mark all that apply) 5.8 3
(% if more than one category, indicate percent for each)

1 - inner city-ghetto, barrio ..... %
2 - major city ..... %
3 - small city, town or suburb ..... %
4 - rural, farm ..... %
5 - other (specify)
reservation

5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) 5.9 A. 54 %
B. Average family income, if mentioned B. ns
n.s. - not specified

5.10 Socio-economic status of EMT participating students (indicate specific percent of low SES on the blank:) 5.10 ns
n.a. - not applicable (no EMT)
00 - not specified

5.11 Proportion of migrant students in project 5.11 18 %
(Indicate specific percent)
n.s. - not specified

pp5

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I 0
II 0

	I for N-EMT group	II for EMT group
1 was made	.....	.....
2 will be made	.....	.....
0 not mentioned	.....	.....

6.2 If a sociolinguistic survey was or will be made, mark all groups included. 6.2 I na
II .....

	I N-EMT	II EMT
1 parents	.....	.....
2 children	.....	.....
3 teachers	.....	.....
4 community	.....	.....
5 others (specify)	.....	.....

6.3 Language dominance of N-EMT groups (check A__parents, B__children, C__teachers) will be determined by the extent each language is used in different domains through various means of communication.
e.g. specify extent descriptively: never, sometimes, always 6.3 A
B na
C .....

DOMAINS:	USE NON-ENGLISH LANG. LISTENING	SPEAKING	READING	WRITING	USE ENGLISH LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhood								
7 film-TV-radio								
8 Magazines, news								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance determined? 6.4 I 1 / II 1

	I N-EMT	II EMT
1-inferred by use of surname	X	X
2-established by formal testing of students	.....	.....
3-assessed by informal means (specify how)	.....	.....
4-not mentioned how language dominance was determined	.....	.....

6.5 Sociolinguistic Survey includes: (check all that apply) 6.5 na

An analysis to determine if an interlanguage exists in the community, (e.g., a mixture of two languages which serves as a single system of communication for a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English 6.6 na
1-yes
0-no

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language 6.7 na
1-yes
0-no

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language 6.8 na
1-yes
0-no

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined? 6.9 hs
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how).....

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) 6.10 na
0-not mentioned

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

- ✓ Language dominance not specified (if any information is not specified, cross out that

a group of people).
1-yes
0-no

Sociolinguistic survey includes items covering:

6.6 N-EMT parents' attitudes toward maintenance of child's N-EMT in particular domains of use or complete shift to English
1-yes
0-no — 6.6 na

6.7 EMT parents' attitudes toward their children's learning of the N-EMT language
1-yes
0-no — 6.7 na

6.8 Children's own attitudes regarding the second language they are learning and the speakers of that language
1-yes
0-no — 6.8 na

6.9 If not included in survey how were parental and/or community attitudes toward N-EMT maintenance determined?
1-will not be assessed
2-will be assessed, method not specified
3-has been or will be assessed by method other than sociolinguistic survey (specify how)..... — 6.9 ns

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs)
0-not mentioned — 6.10 na

7.0 STAFF SELECTION

7.1 Linguistic background of project teachers, by number in each category: (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ___ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I M E Dom. NEMT	M=	M=
II E Dom EMT	N=	N=
II_1 E Dom NEMT	N=	N=

A Total Number Monolingual: 0

B Total Number Bilingual: 12

Total Number of Teachers
N 12

7.1

		No.	%
I	A	—	—
I	B	...	...
II	A	ns	
II	B		
II_1	A	—	—
II_1	B	—	—
A		0	0
B		12	100 %
N		12	

cp 7

7.2 Linguistic background of project aides or paraprofessionals, by number:
(indicate non-English language in each box)

1. X Language dominance not specified
2. X Mother tongue not specified
3. X Not specified whether monolingual or bilingual

(If any information is not specified, cross out that heading and complete the rest of the chart)

P18E

parents

	A Monolingual	B Bilingual
I N-E Dom N-EMT		
II E Dom EMT		
II$_1$ E Dom N-EMT		

7.2	No.	%
I A	—	—
I B	—	—
II A	—	—
II B	—	—
II$_1$ A	—	—
II$_1$ B	—	—
A	—	—
B	—	—
N	—	

A Total Number Monolingual: ns

B Total Number Bilingual: ns

N Total Number of aides or paraprofessionals: ns

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Pp20

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual program aides or paraprofessionals: 7.4 ns
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

parents

II E Dom EMT			II A		
			II B		
II E Dom N-EMT			II A		
			II B		
			A		
			B		
			N		

A Total Number Monolingual	B Total Number Bilingual	N Total Number of aides or paraprofessionals
ns	ns	ns

7.3 Language(s) used by bilingual program teachers: 7.3 2
(Mark all that apply)

1-Bilingual teachers teach in only one language

1a-Bilingual teachers who teach in only one language teach in their dominant language, whether that is their native or second language.

Pp20

Bilingual teachers who teach in only one language teach in their native language:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0-not specified

2-Bilingual teachers teach in both their native and second language, regardless of which is their dominant language.

0-language(s)used by teachers not specified

7.4 Language(s) used by bilingual pre-K aides or paraprofessionals: 7.4 ns
(Mark all that apply)

1-Bilingual aides instruct in only one language
1a-Bilingual aides who instruct in only one language teach in their dominant language, whether or not it is their native language.
Bilingual aides who instruct in only one lang. teach in their native lang.:
1b-only if native language is also their dominant language
1c-even if native language is not their dominant language
1-0 not specified

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

0-language(s) used by bilingual pre-K aides not specified

7.5 Cultural affiliation of teachers, aides, project director and evaluators by number and percent (Mark all that apply) Specify cultural affiliation.

A. Teachers	No.	%	B. Aides	No.	%	C. Proj. Director	D. Evaluator(s)	No.	%
ns	12	100	ns			Anglo	Anglo	1	100
0-not specified									

7.6 Selection of N-EMT teachers from local community
0-not specified
Number of N-EMT program teachers from local community .....
and % .....of total N-EMT teachers.

7.6 No. ns % ns

7.7 Number and Proportion of teachers and aides of same cultural background as N-EMT students:
indicate specific percent on the blank, or
if specified descriptively,
1-few
2-some
3-many
4-most
5-more than half
0-not specified

A = teachers
B = aides

7.7 No. %
A ns
B ns

7.8 Teacher Qualifications - Training and experience prior to project
(Indicate number of teachers with each qualification, if given)

7.8 no.'s 2 12

n.s.-qualifications not specified
0-previous courses not specified
1. ....teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 12 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ....previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ....previous teaching in local area/live in the community competence
5. ....courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ....courses in N-E literature/ or literacy in Spanish
7. ....must be bilingual
8. ....any previous education through N-EMT/content of courses learned through
9. ....courses in teaching ESL/audio lingual approach N-EMT
10. ....courses in methods of teaching N-EMT language/language development
11. ....courses in methods of teaching content (e.g. math)in N-EMT
12. ....certification in ESL/or experience teaching ESL
13. ....certification in teaching N-EMT
14. ....cross cultural courses
15. ....courses in the cultural heritage, values, deep culture of N-EMT or
16. ....other qualifications, specify travel

8.0 STAFF DEVELOPMENT

8.1 A 2,4,5,6
B ns

0-No staff training mentioned
8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)

A. For Teachers
B. For Para-professionals

3-many
4-most
5-more than half
0-not specified

7.8 Teacher Qualifications - Training and experience prior to project (Indicate number of teachers with each qualification, if given) 7.8 2 no.'s 12

n.s.-qualifications not spcified
0-previous courses not specified
1. ___ teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct
2. 12 teacher must meet a specified level of communicative competence in the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native language, in Peace Corps) native-like
4. ___ previous teaching in local area/live in the community competence
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature/ or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through
9. ___ courses in teaching ESL/audio lingual approach N-EMT
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify travel

8.0 STAFF DEVELOPMENT

8.1 A 2,4,5,6
B ns

0-No staff training mentioned

8.1 The project is offering training for teachers and /or paraprofessionals in the following areas: (mark all that apply)	A. For Teachers	B. For Para-professionals
n.s.-Training indicated, but nature not specified		
1-English as their second language		
2-The teaching of English as a second language	X	
3-X as their second language		
4-The teaching of X as a second language	X	
5-Methods of teaching other academic subjects	X	
6-Methods of teaching other academic subjects in X language	X	

See Xerox 7a

8.2 Stated goals of teacher training are: I 3,6,10 II 6,10

Pp27

	Students I N-EMT	Students II EMT
1-Understanding of socio-cultural values and practices of		
2-Cross-cultural training		
3-Sensitivity to ethnocentricism and linguistic snobbery	X	
4-Awareness of the social-emotional development of		
5-Strategies for accomodating the different learning styles of		
Ep20 6-Strategies for cognitive development of	X	X
7-Strategies for reinforcing the self-esteem of		
8-Methods of cross-cultural teaching or teaching the bicultural component		
9-Formulation of pupil performance objectives		
10-Methods of evaluation of pupil performance objectives	X	X

List specific courses if given (or Xerox and attach)

Pg 7a

8.0 STAFF DEVELOPMENT COMPONENT

Pre-Service Procedures

1. An orientation to the aims of bilingual education and of the bilingual education project in particular will be held during the pre-service period.

2. Teachers will receive training in the interpretation, writing, and teaching from behavioral objectives.

3. Teachers will be familiarized with the project materials as they are acquired.

4. Teachers will receive training in administering, scoring, and keeping records of children's progress in the areas of concept development, cultural growth and language acquisition.

5. A period of parent-teacher orientation will be held during the pre-service period to acquaint teachers with parents who will be responsible for the home-tutorial portion of the project.

6. Teachers will receive training in field trip procedures with emphasis on cognitive and affective development of children who participate in the home environmental portion of the program.

Continuing In-Service Procedures

1. Teachers will be trained to recognize and identify cognitive concepts, cultural implications, and linguistic content and skills as they occur in standard school materials, as well as special materials purchased for the bilingual project.

2. Teachers will be trained and tested for the ability to adapt materials for use in the three major areas of cognitive concept development, cultural growth, and language acquisition.

3. Some teachers will be selected to develop materials for use in the project area. The major emphasis of the project will be to utilize and adapt existing materials. When such utilization and adaptation is not possible, project materials will be developed.

4. Anecdotal reports and collection of the data that teachers have accumulated in class will take place during the in-service meetings throughout the year.

I. STAFF DEVELOPMENT COMPONENT

A. PRODUCT OBJECTIVES

1. During the summer of 1971 the instructional staff (teachers) will report comprehension at or greater than 80% to the BICEP instructional approach as measured by workshop feedback instruments.

2. Throughout the 1971-72 school year, teachers will report comprehension at or greater than 80% to the following concepts:

   a. SWRL concept development

   b. Tan-Gau - a natural method for learning/teaching a second language

   c. Van Allen language experience approach to reading and writing

   d. Cross-age teaching

   e. Nuffield mathematics materials

   f. Elementary science study materials

   g. BICEP Home-Tutorial Program

   h. Field trip experiences

   as measured by workshop feedback instruments.

3. Throughout the 1971-72 school year, volunteer teacher aides and parent volunteers will report comprehension at or greater than 80% to BICEP instructional concepts, including SWRL Concept Development, Tan-Gau - a natural method for teaching/learning a second language, Van Allen language experience approach to reading and writing, cross-age teaching, Nuffield

7C

mathematics materials, Elementary Science Study materials, BICEP Home-Tutorial Program and field trip experiences as measured by workshop feedback instruments.

B. PROCESS OBJECTIVES

1. During the summer of 1971, the project director will be responsible for organization of pre-service sessions covering BICEP instructional approach as measured by the agenda of the completed pre-service session.
2. During the project year, regular monthly in-service sessions will be held to cover the BICEP instructional concepts. In doing this, means and/or curriculum consultants available on the basis of need will be provided. This objective will be measured by the agenda of the monthly in-service session.
3. During the project year, district supervisors and teachers will provide regular in-service meetings for parents and parent volunteers covering BICEP instructional concepts as measured by documentation of each monthly meeting.

VIII. PARENT COMMUNITY COMPONENT

A. PRODUCT OBJECTIVES

1. During the spring 1971, parent and community members will assist supervisors and a project coordinator in the selection of parents and children eligible for the 1971-72 program as evidenced by names presented to the project director.
2. During the 1971-72 project year, parents and community members will plan and operate parent in-service sessions as evidenced by individual session documentation.

8.3 Methods of Teacher Training: (Mark all that apply) 8.3 1,3,5

1-courses
2-experiential, teaching supervised by master teacher
3-workshops where teachers offer suggestions to each other
4-use of video-tapes of teachers for feedback on how they are doing
5-cross-cultural sensitivity training, t-groups
6-interaction analysis (e.g. Flanders system)
7-other (specify)

8.4 Project provides released time to teachers and paraproffesionals for joint lesson planning: 1-yes 0- not mentioned 8.4 0

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: 8.6 2,3,5

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? n.s
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A 2 B 3

(mark all that apply)	A for teachers	B for aides
0-not specified	____	____
1-University faculty	____	____
2-project's Master Teachers	X	X
3-project's teachers	____	____
4-other (specify)	____	____

8.8 Number and Proportion of personnel giving teacher training who are: 8.8

	no.	%
1		
2	n.s	
3	____	____

1-bilingual
2-bicultural
3-N-NT (specify background)

pp 8

8.9 Training is provided: 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: 8.10 A n.s B 5 ____ 6 ____ 7 ____

A 1-approximately equivalent to a college course

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly

8.5 Project provides for paraprofessionals to receive course credit toward eventual certification: 1-yes 0-not mentioned — 8.5 0
How? (specify) _____

8.6 Paraprofessional's role: — 8.6 2,3,5

1-teaching whole class
2-teaching small groups
3-tutoring individually
4-clerical
5-contributing to bicultural component
how ? ns
6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: (mark all that apply) — 8.7 A 2, B 3

	A for teachers	B for aides
0-not specified		
1-University faculty		
2-project's Master Teachers	X	X
3-project's teachers		
4-other (specify)		

8.8 Number and Proportion of personnel giving teacher training who are: — 8.8

	no.	%
1		
2	ns	
3		

1-bilingual
2-bicultural
3-N-ENT (specify background)

pp8

8.9 Training is provided: — 8.9 1,2
1-during a summer session
2-during the academic year
3-other (specify)

8.10 Extent of training: — 8.10 A ns

A 1-approximately equivalent to a college course
2-more than one course
3-less than one course
4-other (specify) _____

B (indicate no. of hours)
5 _____ weekly
6 _____ monthly
7 _____ bi-monthly

B 5 ____ 6 ____ 7 ____

8.11 Number and Proportion of teachers attending training: — 8.11 no. 12 % 100

0-not specified
1-100%
2-more than 75%
3-50-74%
4-25-50%
5-1-24%

or: if specified descriptively, indicate:
6-most
7-many
8-few
9-other (specify) _____

9.0 TEACHERS' ATTITUDES

9.1 Teachers' attitudes are assessed: (Mark all that apply) — 9.1 0
0-not mentioned
1-to N-ENT language or dialect
2-to N-ENT students - expectations of achievement
3-to N-ENT culture

4-prior to participation in bilingual project
5-after project training
6-after participation for a period of time in project

7-through a questionnaire
8-other (specify) _____

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply)
0-not specified
1-team teaching
2-cluster teaching
3-shared resource teacher
4-other (specify) .....

10.2 Staff:
1-bilingual teacher
2-ESL teacher
3-bilingual coordinator
4-aides or paraprofessionals
5-consultant psychotherapist or guidance counselor
6-other (specify) .....

10.1 hs

10.2 1 4

10.3 Average number of pupils per class:
0-not specified

10.3 30 p10

10.4 Average number of aides or paraprofessionals per class:
0-not specified

10.4 hs

10.5 Average number of N-EIT or bilingual aides (or paraprofessionals) per clas:
0-not specified

10.5 hs

10.6 Special aide to pupils having most difficulty in learning is given:
1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

10.6 hs

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EIT language will be maintained in program: (mark all that apply)	I ME DOMENT	II E DOMENT	II_1 E DOMENT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	X
2-as the medium of instruction for special subject matter (e.g. cultural heritage)	.....	.....	.....
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	.....	.....	.....

11.1 I 1
II 1
II_1 .....

11.2 How many years does project state is optimal for instruction for N-EIT group through N-EIT language to continue?

11.2 12

0-not mentioned
if for a particular number of years

0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 hs
0-not specified

10.5 Average number of N-EMT or bilingual aides (or paraprofessionals) per clas: 10.5 hs
0-not specified

10.6 Special aide to pupils having most difficulty in learning is given: 10.6 hs

1-individually
2-in small groups
0-not specified

by: 3-teacher
4-special remedial teacher
5-paraprofessional
6-parent tutor
7-older student tutor
8-peer tutor
9-not specified
10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

11.1 Duration of Bilingual Education (policy)

N-EMT language will be maintained in program: (mark all that apply)	I N-E DOM/NEMT	II E DOM/EMT	II_1 E DOM/NEMT
0-not specified how long			
1-as the alternative language of learning for as long as desired	X	X	X
2-as the medium of instruction for special subject matter (e.g. cultural heritage)			
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English			

11.1 I 1
II 1
II_1 1

11.2 How many years does project state is optimal for instruction for N-EMT group through N-EMT language to continue? 11.2 12

0-not mentioned
if for a particular number of years:
1 2 3 4 5 6 7 8 9 10 11 (12) 13

(if specified in terms of a condition, please state it - e.g. "if a child begins learning in N-EMT and English in Pre-K, N-EMT instruction should continue through high-school")

I = It is assumed that instruction for N-EMT
II = through N-EMT language will continue through grade 12.

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I 14
code: 0= N.A. (if no EMT) II 14
13= Pre-K 14= K II_1 14

for each group	N.A.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
I N-E DOM			X												
II E DOM			X												
II_1 E DOM/NEMT			X												

11.4 The current project will be linked to a future Bilingual Program at the indicated grade level: (indicate specific grade)

code:	00 (if no EMT)	0 not specified	grades 1-3	4-6	7-9	10-12	13-college	14 Voc. training
I E-DOM								
II E-DOM - EMT								
III E-DOM/NEMT								

code: 13=College or University (Other professional training)
14=Federal, State, or Private Vocational Job training

11.4 I 0
II 0
III 0

11.5 Second language learning for English dominant students is projected through grade:

11.5 II 12
III 12

code:	00 if no EMT	0 not specified	1	2	3	4	5	6	7	8	9	10	11	12
II EMT														x
III N-EMT/E Dom														x

11.6 Learning in their native language for Non-English dominant students is projected through grade:

11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-EMT students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EMT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EMT
Pre K				Pre K
K	ns	ns	ns	ns
1				1
2				2
3				3
4	ns	ns	s, m	ns
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language for N-EMT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EMT, E dom students

11.10	11.11	11.12

11.5 Second language learning for English dominant students is projected through grade: 11.5 II 12 / II, 12

code:	00 if no N-E/T	0 not specified	grades 1	2	3	4	5	6	7	8	9	10	11	12
II N-E/T	...	—	--	--	...	—	...	...	...	...	...	...	...	x
IIb N-E/T/E Dom	...	...	--	--	...	—	...	...	...	...	...	...	...	x

11.6 Learning in their native language for Non-English dominant students is projected through grade: 11.6 12

O=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 (12)

11.7 The amount of instructional time in and through their native language per day for N-E/T students who are N-E dominant is:

code: O=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-E/T	Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-E/T
Pre K	ns	ns	ns	ns
1				
2				
3				
4	ns	ns	s, m	ns
5				
6				
7				
8				
9				
10				
11				
12				

11.10 The amount of instructional time in and through their native language for N-E/T students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-E/T, E dom students

	11.10 Min. per day of instruction through N-E/T	Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-E/T
PreK				
1				
2				
3		ns		
4				
5				
6				
7				
8				
9				
10				
11				
12				

11.13 1-Program is one-way - only non-English Mother Tongue students (including N-E.T-English dominant). English Mother tongue students do not receive instruction in a second language
0-no English Mother tongue students
2- 2 way - E.T learn the second language

11.13 2

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

code: 0 = not specified N.A. = not applicable, no English ET students

	11.14 Min. per day of instruction through N-E.T	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-E.T
~~Prek~~	ns	ns	ns	~~Pre~~ K ns
1				1
2				2
3				3
4	ns	ns	s, m	4 ns
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.
3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.
4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-E.T pupils.
8-other (summarize)

P p50

6

	of instruction through N-EMT	day of any instruction	in second lang.	of instruction through N-EMT
~~Pre~~K	ns	ns	ns	ns
1				
2				
3				
4	ns	ns	s, m	ns
5				
6				
7				
8				
9				
10				
11				
12				

11.17 Mixed or separate language usage by teacher and/or aide in the classroom (mark all that apply) 11.17 6

0-not specified
1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.
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4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.
5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.
6-constant switching from one language to another by teacher during lesson.
7-the teacher uses English and the paraprofessional then translates the same material for N-EMT pupils.
8-other (summarize)

Pp50

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination of methods) 12.0 1, 2, 4

1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.

2-Transformational-cognitive approach
Acquiring an understanding of the structural patterns or grammatical rules of a language.

4- Tan Gau Method

see Xeroxs 11a-c 16b,c 17a-j

12.0 Methods of Second Language Teaching

2. Tan-Gau - A Natural Method for Teaching/Learning a Second Language

Description

Tan-Gau has been identified as the language teaching/learning method for BICEP participants. This method recognizes the natural division of the language learning process as two successive and progressive stages: comprehension and expression. While a BICEP learner is allowed to develop and extend academic and social skills in his native language he is free to progress in the second language at his own rate of speed in a bilingual-bicultural environment.

Tan-Gau integrates all other BICEP language development resources.

Goals

a. To enable students to understand the second language, spoken and written

b. To develop in students the ability to speak and write the second language.

Method

a. (1) Aural comprehension of the spoken language acquired by listening to the teacher, volunteer teacher-aide, other children, tape recorder, record player, television, films and listening to and sing songs in the second language

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Tan-Gau integrates all other BICEP language development resources.

Goals

a. To enable students to understand the second language, spoken and written

b. To develop in students the ability to speak and write the second language.

Method

a. (1) Aural comprehension of the spoken language acquired by listening to the teacher, volunteer teacher-aide, other children, tape recorder, record player, television, films and listening to and sing songs in the second language

(2) Two-language conversation: answering in the mother tongue questions put in the second language

(3) Oral expression in the second language achieved gradually by more and more learners

b. (1) Visual comprehension of the written language. Silent reading of easy and interesting material, already taken orally

(2) Oral reading

c. Grammar, spelling, composition developed through Van Allan Language Experience Approach.

3. Van Allan Language Experience Approach to Reading and Writing

Description

BICEP recognizes that each child brings to school a language personality which is different from every other

one in the classroom. Project staff members are also aware that spoken and written language skills do not grow in a vacuum but in relationship to the degree of interaction with other people and real materials and situations. The Van Allan approach to reading, writing and spoken skills complements all other areas of BICEP language development resources in that it is based upon the experience of the learner.

Goals

a. To enable students to use his own ideas and his own language in creating reading and writing competence commensurate with his need and experience

b. To devleop mature concepts in learners about what reading really is in the world about them; such as:

   (1) Its value in their own lives

   (2) The skills they need to develop in order to achieve their reading purposes

   (3) The relationship of reading to critical thinking

   (4) The simulation which reading can give to creative living.

Concepts of Method

a. What the learner thinks about, he can talk about

b. What he can talk about, can be expressed by painting writing or some other form

c. Anything he writes can be read

d. As he represents the sounds he makes through speech with symbols, he uses the same symbols (letters) over and over

e. He can read what he writes and what other people write

11c

11c

Language Learning, cont.

f. Each letter in the alphabet stands for one or more sounds that he makes when he talks

g. Every word begins with a sound that he can write down

h. Most words have an ending sound

i. Many words have something in between

j. Some words are used over and over in our language and some are not used very often

k. What he has to say and write is as important as what other people have written for him to read

l. Most of the words he uses are the same ones which are used by other people who write for him to read.

4. Cross-Age Teaching

18.1

STUDENT TUTURING

Description

Cross-age teaching, or older learners helping younger children, will be utilized as another integrated language development resource for BICEP participants. The tutor and tutee can draw from any or all other BICEP language development resource methods, materials or personnel to facilitate the cross-age teaching procedure.

Goals

a. To demonstrate that the tutor and the tutee will

g. Every word begins with a sound that he can write down

h. Most words have an ending sound

i. Many words have something in between

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Goals

a. To demonstrate that the tutor and the tutee will extend oral, reading, and writing language skills through cross-age teaching

b. To develop better bicultural understanding at a personal level by way of the tutor-tutee relationship.

Method

a. Tutor helps tutee define goal of learning task

b. Tutor helps tutee identify obstacles preventing goal attainment

c. Tutor helps tutee specify alternative strategies to accomplish goal attainment

d. Tutor helps tutee identify consequences of alternatives

e. Tutor helps tutee implement strategy to complete learning task.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

I		II	
Non Eng dom students		Eng dom students	
A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills	X	X
2-after a specified level of competency achieved in listening-speaking skills in dominant language	---	---
3-a specified period of time after listening-speaking skills in dominant language taught	---	---

13.2 ALM sequence followed:

13.2 IA 4
IB 1,4
IIA 4
IIB 1,4

1-Listening-speaking proficiency precedes introduction of reading	X	X
2-Reading is taught concurrently with listening-speaking skills	---	---

C31

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-H* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

	I		II	
	Non Eng dom students		Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB 1
IIB 1

1-concurrently with dominant language listening-speaking skills		X		X
2-after a specified level of competency achieved in listening-speaking skills in dominant language		—		—
3-a specified period of time after listening-speaking skills in dominant language taught		—		—

13.2 ALM sequence followed:

13.2 IA 4
IB 1,4
IIA 4
IIB 1,4

C31 1-Listening-speaking proficiency precedes introduction of reading	—	X	—	X
2-Reading is taught concurrently with listening-speaking skills	—	—	—	—
C32,33 3-Learning to read overlaps learning of listening-speaking skills	—	—	—	—
4-There is some overlap between learning to read and to write	X	X	X	X

13.3 Listening-speaking proficiency determined by:

13.3 IA
IB 2
IIA
IIB 2

1-measure of listening-speaking proficiency	—	—	—	—
2-informal assessment by teacher	—	X	—	X

13.4 Second language reading skills are learned:

13.4 IB 1
IIB 1

1-concurrently with learning to read in dominant language		X		X
C 31 2-after a specified level of dominant language reading competence achievement		—		—
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		would be allowed		
4-before learning to read in dominant language		—		—

	I Non Eng dom students A dom lang	I Non Eng dom students B second lang	II Eng dom students A dom lang	II Eng dom students B second lang	
13.5 Reading is introduced:					
4-individually, when child is ready or at a specific time during grade: K	X	X	X	X	13.5 IA A
1					IB A
2					IIA A
3					IIB A
13.6 Reading readiness is determined by:					
1-test of reading readiness					13.6 IA 2
2-informal teacher assessment	X	X	X	X	IB 2
					IIA 2
					IIB 2
13.7 Grade level reading is expected:					
1-in first grade					13.7 IA ns
2-in second grade					IB
3-in third grade					IIA
4-in fourth grade					IIB
5-in fifth grade					
6-in sixth grade					
7-other (specify)					

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected: 13.8 IB ns IIB
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply) 14.0 I 2 II 2

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X

pp 19, 22

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

X X X X

13.6 IA 2
IB 2
IIA 2
IIB 2

13.7 Grade level reading is expected:
1-in first grade
2-in second grade
3-in third grade
4-in fourth grade
5-in fifth grade
6-in sixth grade
7-other (specify)

13.7 IA ns
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB ns
IIB

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING: (mark all that apply)

14.0 I 2
II 2

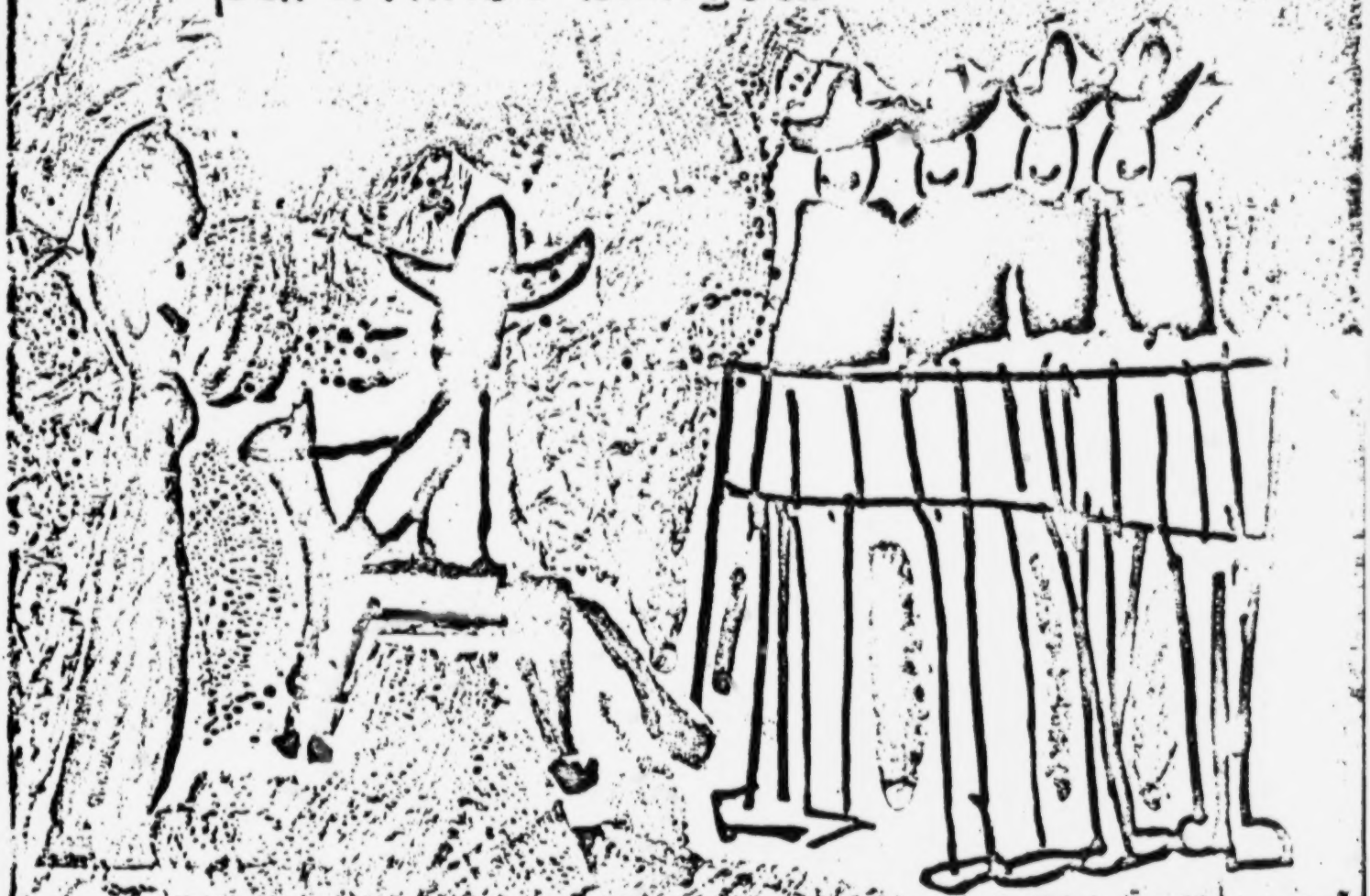
	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	X	X
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.		
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).		
5-Different academic content is taught in the second language from that which is taught in the native language.		
0-not specified		
6-other (specify)		

pp 19, 22

BICEP

DOS WAYS

Escrito por niños bilingües
para niños bilingües



Oficina del Superintendiente de las Escuelas del Condado
172 West Third Street *** San Bernardino, California 92401

DOS WaYS

EDITORS

Eric carefully thinks over his final evaluation of a story and picture while George is doing some serious contemplation in the background.

Sandi makes a decision about a story while Pam confers with Bonnie.

Choosing the stories to publish is serious work for Ann, Sylvia, and Karen.

Sam and Arturo read through the stacks of material sent to the magazine.

Here are our serious, hardworking editors relaxing for just a moment after a busy morning selecting stories, articles, poems, and pictures for *Dos Ways*. In the back row are (left to right): Eric White, Rogers School; Arturo Mesa, Lytle Creek School; Sam Littlejohn, Lytle Creek School; George Pindell, El Rancho School; and Pam Marschall, El Rancho School. In front are: Bonnie Reade, Rogers School; Ann Bowden, Lytle Creek School; Sylvia Moreno, Lytle Creek School; Sandra Fikse, El Rancho School; and Karen Hoffman, El Rancho School.

Then these
two men were hunting for the deer. They shot him and he wasn't dead yet. So they shot him again and then he died. Then they carried him off.

Then it showed a dance on peacocks courting. They ran around each other. It showed their noses going, "ehh, ehh, ehh." They had pretty feathers.

There was a dance about a leopard. Some Indians were having a ceremony. When the leopard came, they caught him with ropes but they didn't hang him. They put ropes on his feet and were pulling him. They pulled him and he started wiggling. They did this because the leopard was sort of like their sacred god.

We saw some other dances and then we went home.

Kim Boyett
Robin Peterson

NUESTRO VIAJE AL BALLET FOLKLORICO DE MÉXICO

Llegamos a la escuela a las siete de la mañana. Nos fuímos a las ocho de la mañana. Fuímos al teatro en carros. Después que llegamos, había mucha gente. La señora nos llevo y nos enseño donde nos sentaranos. La señora dijo que Ann, Virginia y yo nos sentaramos antes que Choriza. Choriza estaba detrás de nosotros y luego cambiamos asientos con Choriza.

Luego apagaron las luces. Entonces salieron unos indios de las cortínas. Yo me asuste y me agarre de Choriza. Habia muchos bailes. Muchas muchachas bailaron con trajes bonitos de muchos colores. Dieron vueltas y vueltas y brincaron. Y luego yo me quede dormida.

Oyí mucho ruido y desperte y Mr. Ragsdale dijo, "¿Porque te dormiste?"

Y yo le dije, "Tenía sueño."

Entonces ubo un intermedio. Así es qué Ann y yo fuímos a buscar a mi mamá. Pero no la podríamos encontrar. Estaba tan cansada de estar sentada que brinque para arriba y para bajo.

Y en uno de los bailes le tiraron muchas cosas a la gente. Ann pensó qué eran cohetes. Pero solamente era papel. Cuando se acabó, volvimos a la escuela y eran las once de la noche. Me fuí a la casa y me dormir.

OUR TRIP TO THE BALLET FOLKLORICO DE MEXICO

We came to the school at 7 p.m. We left at 8:00. We rode to the theatre in cars. After we got there, there were lots of people. The lady took us down and showed us where to sit. The lady showed us where to sit. The lady said that Ann, Virginia, and I should sit down before Choriza. Choriza was in back of us and then we traded seats with Choriza.

Then they turned off the lights. Then some Indians came out of the curtains. Then I got scared and I held on to Choriza. There was a lot of dancing. Lots of girls came out with beautiful and colorful dresses. They turned and they turned and they jumped up. Then I fell asleep.

I heard a lot of noise so I woke up and then Mr. Ragsdale said, "Why did you fall asleep?" and I said, "I was sleepy."

Then there was an intermission. So Ann and I went to see if we could find my mother. But we couldn't find her. I was so tired of sitting down I was jumping up and down because I was so tired.

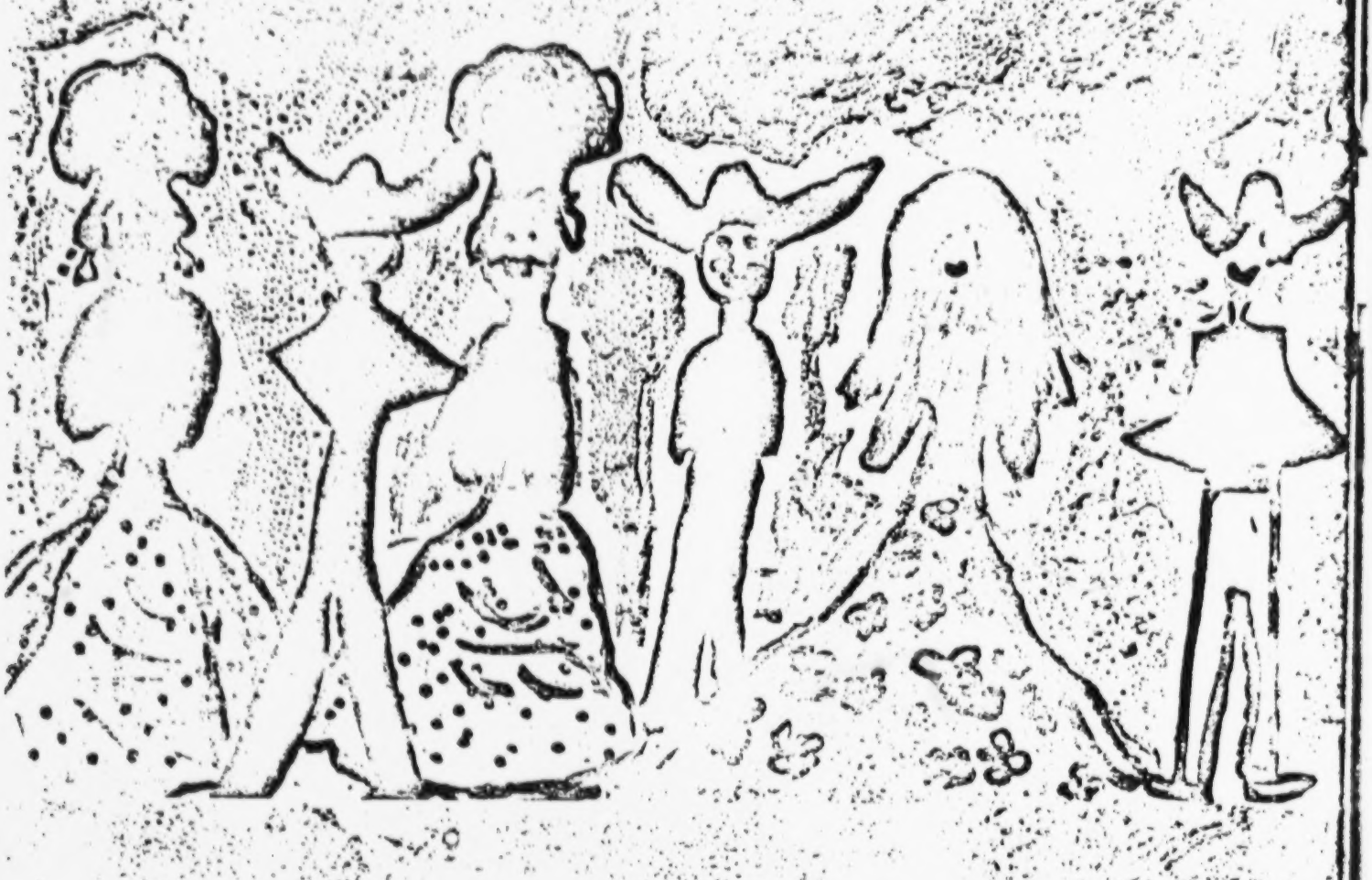
Then in one of the dances they were throwing lots of things out into the audience. Ann thought they were firecrackers. But they were only paper.

When it was over we came back to school and it was 11 p.m. I went home and went to bed.

Mary Lou Ramirez

BICEP

Written by bilingual kids
for bilingual Kids



Office of County Superintendent of Schools
172 West Third Street *** San Bernardino, California 92401

15.0 TREATMENT OF CHILD'S LANGUAGE:

	I		II		15.0 IA 1
	Non Eng. dom. students		Eng. dom. students		IB 1
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IIA 1
					IIB 1
1-The child's language is respected. It is not corrected, rather, all of the child's speech is accepted. However, the teacher provides a model of the standard language aiming toward child's eventual control of the standard form.	X	X	X	X	
2-The child's language is corrected- the teacher points out errors and demonstrates the standard form.	—	—	—	—	
3-Other (specify)	—	—	—	—	
0-Not specified	—	—	—	—	

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)

	16.1 IA	IB	II	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)	—	—	—	—
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	X	X	X	X

16.2 If some reading material is in the child's dialect, indicate how long it is used:

see magazine DOS WAYS written by and for bilingual children Xerox 13 c-d

	16.2 IA	IB	II	IIB
1-Grade 1				
2-Grade 2				
3-Grade 3				
4-Beyond Grade 3				
0-not specified	NA			

(Please indicate _ on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	X	X
5-programmed instruction		
6-stories read to children	X	X
AUDIO VISUAL AIDES		

control of the standard form.	X	X	X	X
2-The child's language is corrected-the teacher points out errors and demonstrates the standard form.	—	—	—	—
3-Other (specify)	—	—	—	—
0-Not specified	—	—	—	—

16.0 MATERIALS

16.1 Reading Materials-Types

Reading Materials are: (mark all that apply)

	16.1 IA	IB	II	IIB
1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.)				
2-Basal readers	—	—	—	—
3-Dialect readers	—	—	—	—
4-Experience charts (stories dictated by children)	X	X	X	X

16.2 If some reading material is in the child's dialect, indicate how long it is used:

see magazine DOS WAYS written by and for bilingual children Xerox 13 a-d

16.2 IA na II

1-Grade 1
2-Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified

(Please indicate , on line -)

16.3 The following are techniques and materials used for second language learning:

0-none specified	—	—
1-pattern drills	—	—
2-dialog memorization	—	—
3-choral repetition	—	—
4-songs	X	X
5-programmed instruction		
6-stories read to children	X	X
AUDIO VISUAL AIDES		
7-films, filmstrips, videotapes	X	X
8-flannel or magnetic boards	—	—
9-realia, graphic displays	X	X
10-records, tapes	X	X
11-listening centers	—	—
12-multi-media approach	—	—
Experiential :		
13-role playing	—	—
14-puppetry	—	—
15-experience charts	—	—
16-primary typewriter	X	X
17-learning through direct experience with materials e.g. Montessori	—	—
18-activity centers-chosen by child	—	—
19-other (specify)	—	—
Learning outside the classroom:		
20-field trips	X	X
21-suggested TV programs	—	—
22-other (specify)	—	—

E 18

C, p38a

Home tutorial
Xerox C, 38a

14a

16.0

V. MATERIALS ACQUISITION FOR LANGUAGE DEVELOPMENT RESOURCES

The basic materials for the project will be those of the standard curriculum. Teachers and volunteer teacher aides will be trained in their use, adaptation and extension to a bilingual program. The following selected materials will be added to contribute to the language development instructional sub-components:

A. CONCEPT DEVELOPMENT

1. Instructional Concepts Program, Southwest Regional Laboratory, Los Angeles, California
2. First Year Communication Skills Program, Southwest Regional Laboratory, Los Angeles, California

B. TAN-GAU LANGUAGE INSTRUCTION

1. The Adventures of Miguelito, Parts 1 and 2, Encyclopaedia Britannica Films Inc., Wilmette Illinois
2. Arboleda, 1°-6°, Santillana, Hispanic American Publications, Inc., New York
3. Sonata, 1°-6°, Santillana, Hispanic American Publications, Inc., New York
4. Mexican-American Map, Hearne Brothers, Detroit Michigan
5. Selected music records, various sources

C. VAN ALLEN LANGUAGE EXPERIENCE

1. Content taken from experience of learner and other sub-components
2. Typewriter, Commercial Typewriter Co., Inc., Los Angeles
3. Selected bilingual library books, various sources
4. Language Master, Western Audio Visual, Redlands, California

5. Magic Moments; Encyclopaedia Britannica; Chicago

D. CROSS-AGE TEACHING

1. Content taken from experience of learner and other sub-components

E. NUFFIELD MATHEMATICS MATERIALS : 20.1

1. Cuisenaire Classroom Kit, Cuisenaire Co. of Americam Inc.,
2. Student Activity Cards for Cuisenaire Rods, Cuisenaire Co.
3. Cuisenaire Geoboard Kit, Cuisenaire Co.
4. Espiral, 1°-6°, Santillana, Hispanic American Publications, New York
5. Math Language Development Materials from Selective Educational Equipment, Inc., Newton, Mass
   a. Chinese Tangram Puzzle
   b. Clinometer
   c. Gradient Measure
   d. Trundle Wheel
   e. Weather Board
   f. Heavy-duty Scale
   g. Math Balance
   h. See Calculator
   i. Standard See-Scope
6. Count-a-Ladder, Edukaid, Ridgewood, N.J.

F. ELEMENTARY SCIENCE STUDY MATERIALS, Newton, Mass.

1. Children Printing
2. Daytime Astronomy
3. Earthworms

14C

MATERIALS

14C

4. Heating and Cooling
5. Mapping
6. Match and Measure
7. Mosquitoes
8. Musical Instrument Recipe Book
9. Optics
10. Sink or Float
11. Starting from Seeds
12. Tracks Picture Book
13. Whistles and Strings
14. Batteries and Bulbs
15. Bones Class Kit
16. Mealworms
17. Clay Boats Seeconomy Kit
18. Ice Cube Class Kit
19. Mobiles Class Kit
20. Peas and Particles Class Kit
21. Pendulums

HOME-TUTORIAL PROGRAM

1. Your Child and Mathematics, K-6, Newgate Press, London
2. Language Experience in Early Childhood; (English-Spanish)
3. Cassette Tape Recorder, Audio-Graphic Supply, San Bernardino
4. Instamatic Camera, film and flashcubes, Redlands Camera
5. Polaroid Camera, Redlands Camera, Redlands, California
6. Film Processing, Steele's Photo Service, San Bernardino

FIELD TRIP EXPERIENCES

1. Cameras and cassettes as described in sub-component #7

14d

14d

12. ADAPTATION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS

A. ADAPTATION

The language development resource sub-components of concept development, Tan Gau language acquisition method, Van Allen language experience approach, cross-age teaching, and field trip experiences, as they are designed to draw student-held concepts for development directly from the individual learner, require no bilingual-bicultural adaptation for purposes of program development. The Nuffield Math and Elementary Science Study Materials are essentially open-ended manipulative learning tools. They allow not only conceptual development in math and science, but are conducive to student verbal interaction that expands and enhances the language development component. Those math and science materials requiring bilingual-bicultural adaptation will be revised by project teachers during the 1971-72 pre-service training session.

B. DEVELOPMENT

The home-tutorial program is a BICEP product of the 1970-71 project year. An explanation of the home-tutorial program is found in the Instructional Program Component. The philosophy, method and monitoring forms are included in the appendices of this continuation proposal.

One home-tutorial packet is on file at the U.S. Office of Education and examination copies are available from the BICEP Project Office. (See Appendix B)

16.4 The sources of Non-English materials and textbooks are: 16.4 2,9
(mark all that apply)
0-not specified
1-are written by native speakers of that language
2-commercially prepared and published in countries where N-E is the native language
3-developed by the project's own bilingual staff
4-developed by the staff of another bilingual project (specify which)
5-developed in conjenction with project parents
6-developed by or with members of N-EMT community
7-are culturally appropriate for N-E culture
(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S. - by SWRL
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
0-not specified
1-xerox attached-page and document Cp28a see Xerox 14a-d

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language groups: (mark all that apply) 17.1 hs
0-not specified
Pupils of both linguistic groups are:
1-always mixed for all learning
2-mixed for language learning
3-mixed for some academic subject learning
4-mixed for non-academic learning; art, music, gym, health
5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 hs
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom EMT	II$_1$ Eng dom NEMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language			
4-by language proficiency			

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S. - by SWRL
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language component are: 16.5 1
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5-separated for native and second language learning into dominant language groups
6-separated for most academic subject learning into dominant language groups
7-never mixed for language or other academic learning
8-other (specify)
n.a. - (no LT students)

17.2 Students are grouped for language instruction: 17.2 hs
(mark all that apply)

	A-more than ½ the time	B Less than ½ the time
0-not specified		
1-total class		
2-small groups (specify size)		
3-individual instruction		

17.3 Criteria for grouping:

	Students I Non Eng dom	II Eng dom LMT	II$_1$ Eng dom NLMT
0-not specified			
1-by age			
2-by native language			
3-by dominant language			
4-by language proficiency (ex. level of reading skill)			
n.a. not applicable (no E.dom/NLMT)			

hs

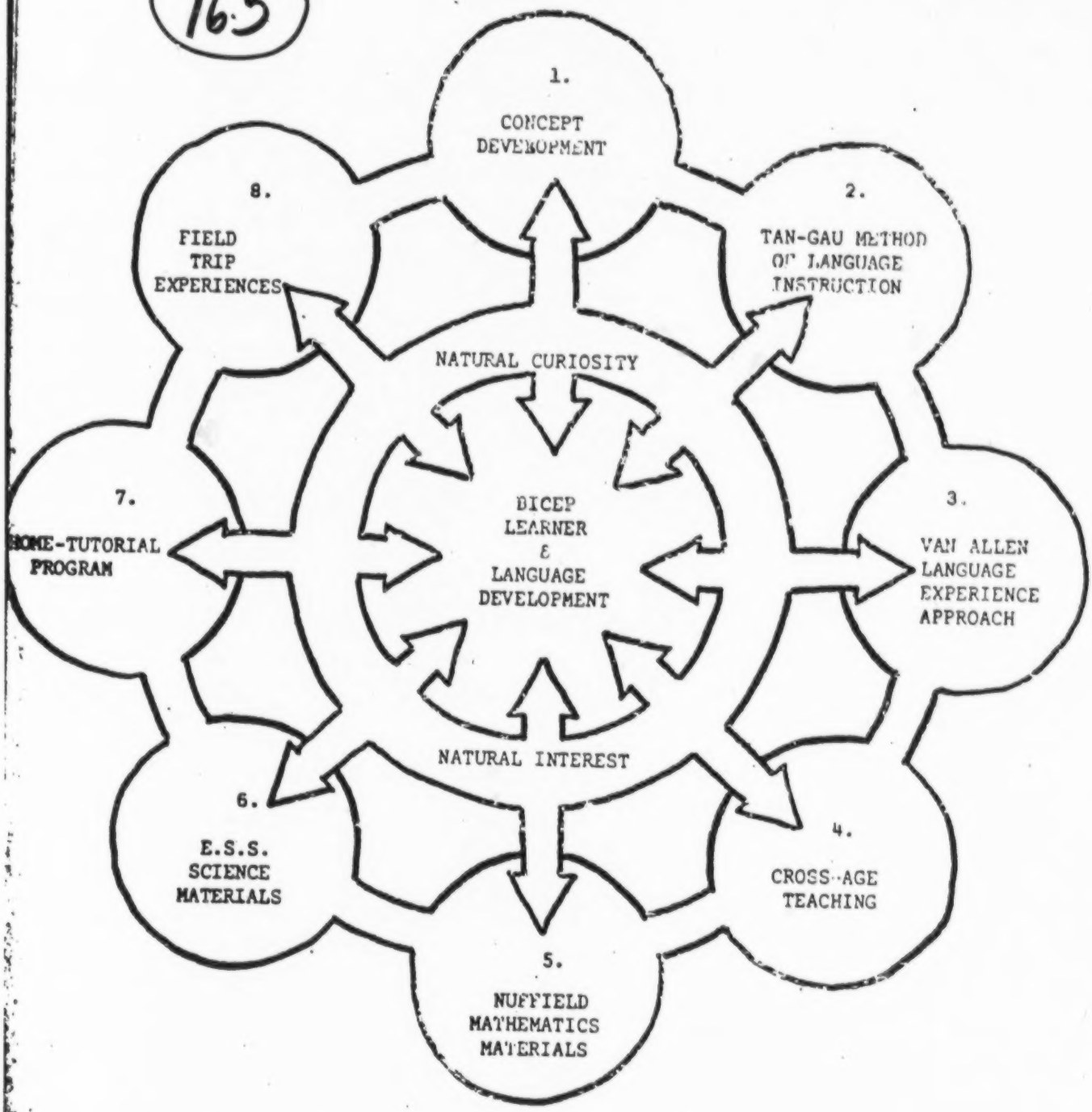
18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply) 18.1 3
no-not mentioned
0-type is not specified
1-inter-ethnic (N-LMT student tutors LMT students)
2-intra-ethnic (N-LMT student tutors N-LMT)
Cp33 3-done by older children (cross age)
4-done by peers (same age)
5-other (specify) see Xerox 17 F and II C

18.2 Paraprofessionals or aides give tutoring or instruction as follows: 18.2 hs
0-area not specified
1-inter-ethnic (N-LMT aide tutors LMT student)
2-in the acquisition of native language skills
3-in the acquisition of second language skills
4-in other academic subjects

BICEP LANGUAGE DEVELOPMENT RESEARCH DESIGN
for the
B.I.C.E.P. LEARNER

16.5



18.3 Parent tutoring: (mark all that apply) 18.3 2,4

no-not mentioned
0-type not specified
1-inter-ethnic parent tutoring is used
2-intra-ethnic parent tutoring is used

See xerox 16 e

Parents are trained to become tutors for their children:
3-in the home by a home-visiting teacher
4-in an adult education component
5-in school through observation and guidance of teacher
6-as parent volunteers who tutor during the school day
7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS 19.0 2,5,7,8 14,17

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
(2) a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
(5) individualized learning
6-open classroom
(7) guided discovery and inquiry
(8) a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

See xerox 17 a-j
xerox 16 a, e, f

14- interdisciplinary curriculum - not divided into compartments

17- Van Allen Language Experience Approach
Tan-Gau method for second Language Learning

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: 20.1 1,2,4, 5,6
0-method not mentioned
(1) structured envirionment rich with materials child can manipulate order, compare, match for perceptual-motor development
(2) non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction
3-labeling and discussion of concepts related to time, space, distance, position
(4) labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
(5) direct experience of processes of science through discovery, using materials rather than text: active experimentation

pp 17 19 18 35

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 2,5,7,8
14,17

The stated curriculum pattern of the bilingual project:
1-Except for inclusion of N-ENT instruction the curriculum is otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)
(2) a non-graded classroom: pupils of different ages are grouped together during part of the school day
3-flexible or modular scheduling
4-small group instruction
(5) individualized learning
6-open classroom
(7) guided discovery and inquiry
(8) a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

See xerox 17 a-j
xerox 16 a, e F

14- interdisciplinary curriculum - not divided into compartments

17- Van Allen Language Experience Approach
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20.0 COGNITIVE DEVELOPMENT

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3-labeling and discussion of concepts related to time, space, distance, position
(4) labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)
(5) direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's guidance rather than teacher demonstration.
(6) direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document: xerox 16 b and c

20.1 1,2,4,5,6

Pp 17, 19, 18, 35

C p29
Learning and concept development occur in the dominant language of the learner as second language is acquired.

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
1-specify or xerox p. no. and document 16b - c
n.a.-no grade 4 or later grades

20.2 1

Recognition
explanation
use
generalization
discrimination
} "Ability to generalize and discriminate science concepts.

16a

4. Project Components 19.0 Curriculum Patterns

The project components designed to achieve the second-year objectives are:

a. A pre-service training program for teachers and volunteer teacher aides.

b. A pre-service training program for parents.

(1) Parent Advisory Council

(2) Parents

c. Instructional program for students.

19.0

(1) Concept Development

(2) Tan-Gau Method of Language Instruction

(3) Van Allen Language Experience Approach

(4) Cross-age Teaching

(5) Nuffield Mathematics Materials

(6) E.S. Science Materials

(7) Home-Tutorial Program

(8) Field Trip Experiences

d. Continuous in-service training for teachers and volunteer teacher aides.

e. Continuous in-service training for parents during school year.

(1) Parent Advisory Council

(2) Parents

(3) BICEP Tri-City Advisory Council

This project will continue to offer bilingual-bicultural education to groups of Anglo students and to groups of

objectives are:

a. A pre-service training program for teachers and volunteer teacher aides.

b. A pre-service training program for parents.

(1) Parent Advisory Council

(2) Parents

c. Instructional program for students.

19.0

(1) Concept Development

(2) Tan-Gau Method of Language Instruction

(3) Van Allen Language Experience Approach

(4) Cross-age Teaching

(5) Nuffield Mathematics Materials

(6) E.S. Science Materials

(7) Home-Tutorial Program

(8) Field Trip Experiences

d. Continuous in-service training for teachers and volunteer teacher aides.

e. Continuous in-service training for parents during school year.

(1) Parent Advisory Council

(2) Parents

(3) BICEP Tri-City Advisory Council

This project will continue to offer bilingual-bicultural education to groups of Anglo students and to groups of Mexican-American students. It will continue to develop an understanding of the realities of both cultures and help eliminate stereotypic misconceptions that are now existent. The project is still not intended to move a student from one culture to another, nor is it a remedial proposal which denigrates the Mexican-American culture as substandard. The proposed project is bilingual and bicultural in both conception and design.

E. DESCRIPTION OF LANGUAGE DEVELOPMENT SUB-COMPONENTS

1. Concept Development

It is the philosophy of BICEP that the development of cognitive operations in project students as they relate to common cultural concepts, language and culture, will enhance cognitive and affective growth in BICEP learners. These operations have been identified as: recognition, explanation, use, generalization, and discrimination. Instruction and learning will take place in the dominant language of the learner as the second language is being acquired in order to facilitate the development of these cognitive operations.

Goals

a. To create a learning environment in which BICEP learners can acquire and demonstrate the acquisition of the concept development skills of recognition, explanation, use, generalization, and discrimination.

b. To enable the student to utilize these skills in the integrated language development resources provided by BICEP.

Method

a. From the standard district curriculum, the teacher will develop learning tasks and maintain a learning environment in which the learner can acquire and demonstrate the acquisition of the following cognitive skills:

(1) Recognition, or the ability to identify concepts

(2) Explanation, or the ability to name or describe

in Spanish or English the concepts that are presented to them;

(3) Use, or the ability to employ or apply the concepts in situations other than that in which it was originally taught;

(4) Generalization, or the ability to categorize and group concepts into useful conceptual units;

(5) Discrimination, or the ability to sub-categorize into smaller groupings, using distinction or quality and quantity.

b. To facilitate the development of cognitive skills the teacher will:

(1) Assess students conceptual development

(2) Assess major concepts inherent in material or lesson

(3) Predict or prescribe probable concept areas for growth.

2. Tan-Gau - A Natural Method for Teaching/Learning a Second Language

Description

Tan-Gau has been identified as the language teaching/learning method for BICEP participants. This method recognizes the natural division of the language learning process as two successive and progressive stages: comprehension and expression. While a BICEP learner is allowed to develop and extend academic and social skills in his native language he is free to progress in the second language at his own rate of speed in a bilingual-bicultural environment.

16 d

5. Nufffield Mathematics Materials

Cognitive Development

Description

20.1

When communication is considered, mathematics appears as another aspect of language. Selected materials from the Nuffield Mathematics Project will be made available to BICEP learners. These materials are not intended to supplant the standard math curriculum at any given grade level. Their purpose is to provide learners with manipulative materials that are conducive to discovery of mathematical principles in an atmosphere that encourages communication among learners.

Goals

a. To enable the learner to graphically record his mathematical experiences

b. To enable the learner to express perceived mathematical relationships with other learners.

Method a. Free experimentation with materials

c. The testing of hypothesis

d. The communication of findings to others.

6. Elementary Science Study Materials

Description

20.1

The Elementary Science Study (ESS) materials selected for BICEP learners are materials which are normally accessible to children in their own environments and are not imposingly "scientific". They are in the form of units which project schools can arrange in a variety of sequences to meet their

supplant the standard math curriculum at any given grade level. Their purpose is to provide learners with manipulative materials that are conducive to discovery of mathematical principles in an atmosphere that encourages communication among learners.

Goals

a. To enable the learner to graphically record his mathematical experiences

b. To enable the learner to express perceived mathematical relationships with other learners.

Method a. Free experimentation with materials

c. The testing of hypothesis

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Description

20.1

The Elementary Science Study (ESS) materials selected for BICEP learners are materials which are normally accessible to children in their own environments and are not imposingly "scientific". They are in the form of units which project schools can arrange in a variety of sequences to meet their own grade level requirements. The ESS Program is a highly individual one in which all children have access to materials for open-ended investigations. The materials relate well with other identified BICEP language resources.

Goals

a. To develop scientific literacy through individual open-ended scientific investigations

b. To demonstrate cross disciplinary bilingual language growth through the use of ESS materials,

Method

a. Independent student inquiry

b. Classroom laboratory investigations

16 e

18.3
Parent tutoring

7. BICEP Home-Tutorial Program

Description

The BICEP Home-Tutorial Program is designed to demonstrate that concepts and skills learned at home and in the classroom can and should be complementary. Content for the home-tutorial will be determined by the BICEP learner. BICEP parents will be trained to assist their children in identifying learning tasks in the natural home environment skills. BICEP learners will share the products of their home-tutorial learning tasks with their peers in the bicultural classroom setting.

Goals

a. To demonstrate that the home-tutorial will make classroom learning more relevant to the BICEP learner
b. To enhance the self-concept of the BICEP learner by his sharing that which has been learned in the natural home environment with other learners.

Method

a. In-service workshops for parents in language experience techniques, mathematics, science, use of cameras and cassette tape recorders
b. Parent facilitates home-tutorial by capitalizing on child's natural curiosity and interest
c. Parent assists learner when assistance is required
d. Parent records a minimum of one product per month of home-tutorial activity which is shared with other

16 F

19. D

8. Field Trip Experiences

Description

Field trip experiences for BICEP learners are determined by BICEP parents and staff. They are intended to provide bicultural experiences for learners to expand their knowledge of the real world. These experiences then become content for further bilingual language development in the BICEP classes.

Goals

a. To enable the learner to expand his knowledge of his bicultural community

b. To provide new experiences for language development.

Method

a. Field trip experiences determined by BICEP parents and staff

c. Walking trips in local community

c. Bus trips in and out of community

d. Experiences shared at home and in classroom orally, photographically, on cassette tape, and language experience stories.

21.0 SELF-ESTEEM: 21.0 4,6,7,10

Stated methods of project component expected to increase self-esteem:
no-self-esteem not mentioned as an objective
0-self-esteem is an objective but methods not specified
Teacher encourages pupil to verbally express his feelings:
1-through role-playing
2-puppetry
3-language-experience approach: students dictate stories from their own experience
(4)-teacher accepts, acknowledges ideas and feelings
5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
(6)-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways
(7)-teacher provides experiences leading to competency and success
8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page # xerox 17a

Cp 20, 22, 23

Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:
10-pupils act as tutors for other pupils
11-puils have some options in choice of curriculum
12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or development
14-pupils write a bilingual newspaper for dissemination to the community
15-other (specify)

22.0 LEARNING STRATEGIES 22.0 1

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group: (specify or xerox) Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

the BICEP instructional component is designed to accomodate and enhance the learning of any child, of any ability, and of any ethnic or cultural background.

see xerox 17a-j

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing
6-teacher provides experiences in which the various ways that children act are accepted by the teacher, their actions are discussed and the children are encouraged not to make fun of "different" ways
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8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged
9-other (specify) (xerox or summarize) document page # xerox 17 a

C p 20, 22, 23

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see xerox 17 a-j
16 b-e

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 2, 5, 6
1-bilingual alone
2-bilingual and bicultural
3-bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in the classroom
6-language and cultural content are integrated
7-other (specify)

See xerox 17 F

P p 2
E p 18

17a

22.0 LEARNING STRATEGIES

B. PHILOSOPHY

Bilingual-bicultural education, as it moves forward, must have a goal, a basic philosophy that combines the best of what is known about learning, child development, and human relations with the unique and general needs and desires of bilingual-bicultural communities. It is entirely possible to discuss goals and ideals in terms of more and better classrooms, expanded bilingual library facilities, ancillary learning materials, audio-visual equipment, and such. The Bilingual-Bicultural Exchange Project (BICEP) takes the position that, although these are certainly justifiable concerns, an educational philosophy should center around and focus upon the bilingual individual, his learning process, and his relationship and interaction with the teacher. Toward these ends, the following premises are offered which, taken in summation, constitute a goal, an ideal, a student-centered philosophy for the process of bilingual-bicultural education in Chino, Colton and San Bernardino.

1. <u>The Emphasis Must Be Upon Learning, Rather Than Teaching</u>

   Bilingual-bicultural education is a process conceived to benefit the learner. Central to any focus is the individual and how his learning process may be maximized. This idea is basic and provides the foundation for all other elements of quality education.

2. <u>A Student Must Be Accepted as a Person</u>

   A student's feelings and ideas deserve consideration and

goals and ideals in terms of more and better classrooms, expanded bilingual library facilities, ancillary learning materials, audio-visual equipment, and such. The Bilingual-Bicultural Exchange Project (BICEP) takes the position that, although these are certainly justifiable concerns, an educational philosophy should center around and focus upon the bilingual individual, his learning process, and his relationship and interaction with the teacher. Toward these ends,

the following premises are offered which, taken in summation, constitute a goal, an ideal, a student-centered philosophy for the process of bilingual-bicultural education in Chino, Colton and San Bernardino.

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   Bilingual-bicultural education is a process conceived to benefit the learner. Central to any focus is the individual and how his learning process may be maximized. This idea is basic and provides the foundation for all other elements of quality education.

2. <u>A Student Must Be Accepted as a Person</u>

   A student's feelings and ideas deserve consideration and his inquiries an honest response. He should have the right to doubt--he should even be encouraged to doubt with responsibility, to question, to discuss with teachers, parents or other authorities. He must, however, do more than doubt; he must strive to seek solutions to those issues which he questions. Each individual must be free to determine for himself whether a position being advocated by an authority or another student is justifiable and rational.

21.0 Self-Esteem

3. <u>Education Should Be Based Upon the Individual's Strong, Inherent Desire to Learn and to Make Sense of His Environment</u>

   Desire to learn is accentuated when the experiences are stimulating and non-threatening. Learning about things is a natural part of a child's life. In the process of

growing up, the better part of learning is done independently. Research into the ways in which children learn has produced, broadly, two interpretations of the learning process. One which is still dominant in the United States and the Soviet Union, and is associated with the names of Skinner, Pavlov, Thorndike and Hull among others, is essentially behaviorist. It is concerned with simple and complex operant conditioning, the place of reinforcement in learning, habit formation and the measurement of various kinds of stimulus-response behavior. One need only read, Charles E. Silberman's, Crisis in the Classroom, to discover why 89% of Mexican-American youth are forced out of school before they reach grade 11. The behaviorist model assumes that knowledge can only be transmitted from teacher to student. Most schools and teaching strategies are designed to maximize the efficiency of that model. To document the kinds and number of human casualties resulting from the transmission-of-knowledge model of instruction is beyond the scope of this continuation proposal.

A second school of research, which is gaining ground in the United States is associated with the names of Baldwin, Isaacs, Luria, Bruner, and in particular Jean Piaget. One of their most important findings is that children, regardless of ethnic background, can only learn efficiently from concrete situations. From these situations

children acquire concepts from every area of the curriculum. The inherent motivation basic to this natural learning experience is internal, based upon a child's desire to answer a question, solve a problem, fill a gap in his knowledge, make things fit together, glimpse a pattern, or discover an order. When a child thus extends his knowledge, it is sufficiently rewarding in itself, to make him happy to have learned and eager to learn more. This internal motivation must also become the basis for learning in the bilingual school situation. It is BICEP's purpose to make this happen. If school work is to absorb his interest, he must know something of its purpose. Involvement in planning and true decision making will help retain the initial enthusiasm with which a child enters school. The structure of the school should complement the natural way in which children learn.

4. <u>All People Need Success to Prosper</u>

A continual series of failures, if experienced in the school, can lead to a negative self-image, loss of face, loss of desire to continue to participate, and an urge to seek his needed success outside the school situation. A school situation should be flexible and diverse enough to allow each person regularly to find some measure of success.

5. <u>Bilingual Education Should Strive to Maintain the Individuality and Originality of the Learner</u>

Language, customs, observance of holidays, attitudes, familial relationships, and learning styles vary according to cultural environment. The BICEP schools' function is to nurture the

uniqueness of individuals and create a respect for cultural differences.

6. The Development of an Individual's Thought Process Should Be Primary

Rote learning of facts should be de-emphasized; facts should become the building blocks for generalities and processes. The ability to solve problems, whether social, mathematical, or economic must be given preference.

A person equipped to function adequately is able to relate his knowledge to new situations in order to solve new problems. He can use judgment and forethought; he is able to reason and imagine. Such a person can perceive problems as well as solve them.

7. An Individual Must Be Allowed to Work According to His Own Abilities

Bilingual students are as diverse intellectually as they are physically, having different backgrounds and experiences, feelings, ways of thinking, personalities, and ways of working and learning. In order to be effective, BICEP schools must allow and encourage students to work at their own rate, to develop their own unique style of learning, conceptualizing and piecing together the parts to form coherent patterns. Learning experiences must be geared to individual needs rather than group norms.

8. The BICEP Teacher's Role Must Be That of a Partner and Guide in the Learning Process

The teacher must help the individual realize what he has learned, and channel random discoveries into systematized

learning. The role of the teacher must not be one of an imparter of knowledge, someone who knows all the answers and is never wrong, but rather one who possesses those skills necessary to establish an appropriate learning environment, both in atmosphere as well as equipment and materials. The teacher must constantly be aware of each person's abilities and accomplishments, lead that person from one level of conceptualizing to the next, from his immediate interests to a logical learning process, involve him in the planning and decision making process and allow him the freedom of responsibility of becoming deeply involved. The teacher must extend the student's horizons beyond the limitations of the interests and abilities of the student, or even beyond those of the teacher.

The role of the BICEP teacher might be illustrated by the following example: Consider a child who expresses interests in whales through a freely created clay model. The teacher must be aware of the great number of learning experiences in which the child might become involved deriving directly from his self-expressed interest in whales. These experiences might include numerical work through measuring, weighing, and developing of the ratios of various parts of the model to each other or in comparison to the real animal. Science prediction and logical thinking can be involved through forecasting the model's daily loss in weight, questioning why this loss, what is lost, where it goes and in what form. Language development can be furthered through writing stories about one's

17 f

own whale; or reading stories involving other whales, or researching the different types of whales, their culture, classifications, habits, and environment. The teacher must help the child determine which of these experiences would be most appropriate to move toward an individualized learning goal.

This new role does not mean an abdication of his leadership in the student-centered approach. Rather, the teacher assumes a far more important role of leadership, one responding to the individualized needs of each person with whom he works.

9. The Bilingual-Bicultural Environment Within Which Students Are Encouraged to Learn Must Be Greatly Expanded

19.0

The classroom, or even the school, is an extremely limited learning environment. The total culture surrounding each individual should become his learning environment. The neighborhood, the "barrio", homes, businesses, museums, factories, parks should be as widely used as the resources of classrooms and libraries.

The wealth of personal talent in the community should be utilized. The talents, crafts, hobbies, travel experiences of parents and persons of all walks of life should become resources for the learning process.

10. The BICEP School Should Provide a Structure in Which Students Can Learn from Each Other

18.1

Peer Tutoring

Much learning takes place naturally through association with peers or older siblings, and much of the motivation to learn

and explore comes from this association. Students who have developed certain abilities can provide models for those less developed. Those engaged in some activity often provide the needed stimulus to interest others in becoming involved in similar learning activities.

Bilingual-bicultural schools should encourage students to work together cooperatively to realize that individual efforts can often be improved through the combined effect of what each has to contribute to the common project. Cross-age teaching, the teaching of younger children by older children, is highly conducive to natural bilingual language development.

24.4 Community Involvement

11. To Provide a Maximum Bilingual-Bicultural Learning Experience for All Students Requires Active Involvement and Participation of BICEP Parents

If home and school are kept apart or pull in different directions, the educational development of the child will be hampered. The life of each child should not be in separate compartments with lack of understanding between home and school. Learning is not a thing apart from living; it is part of living itself. Education is only meaningful to a child if it is valued by his parents and by the community within which he lives. For the sake of our children, and for the sake of our schools, parents must share the responsibility of planning what goes on inside

C. OPERATIONAL PROCEDURES

The foregoing BICEP philosophy has served as a guideline for the development of the instructional component and materials acquisition list. As the philosophy suggests, a major goal is to make BICEP schools compatible with reality and current learning theory. For elementary children, we now know that when learning is compart-

17 h

mentalized into artificial subject fields, it is then contrary to what is known about the learning process. 20.1

THE BICEP INSTRUCTIONAL COMPONENT IS DESIGNED TO ACCOMMODATE AND ENHANCE THE LEARNING OF ANY CHILD, OF ANY ABILITY, AND OF ANY ETHNIC OR CULTURAL BACKGROUND: THE MODEL ALLOWS EACH CHILD TO DEVELOP AND EXTEND ACADEMIC, CULTURAL AND SOCIAL SKILLS IN HIS NATIVE LANGUAGE AS HE CONCURRENTLY DEVELOPS A FUNCTIONAL FACILITY WITH THE SECOND LANGUAGE IN A LEARNING ATMOSPHERE REFLECTING BOTH CULTURES.

Teaching and learning strategies and recommended learning materials are in accord with the findings of Jean Piaget: The learning atmosphere provided by BICEP teachers will evidence knowledge of Abraham Maslow's Hierarchy of Human Needs. (See BICEP recommended parent/teacher bibliography for further readings substantiating the BICEP Instructional Component).

The BICEP Tri-City Parent Advisory Committee and the BICEP staff are saying that the major student behavioral changes anticipated by the end of the second year can best be attained by gearing the instructional program to the unique desires; imagination, creative ability, natural interest and curiosity of the BICEP learner.

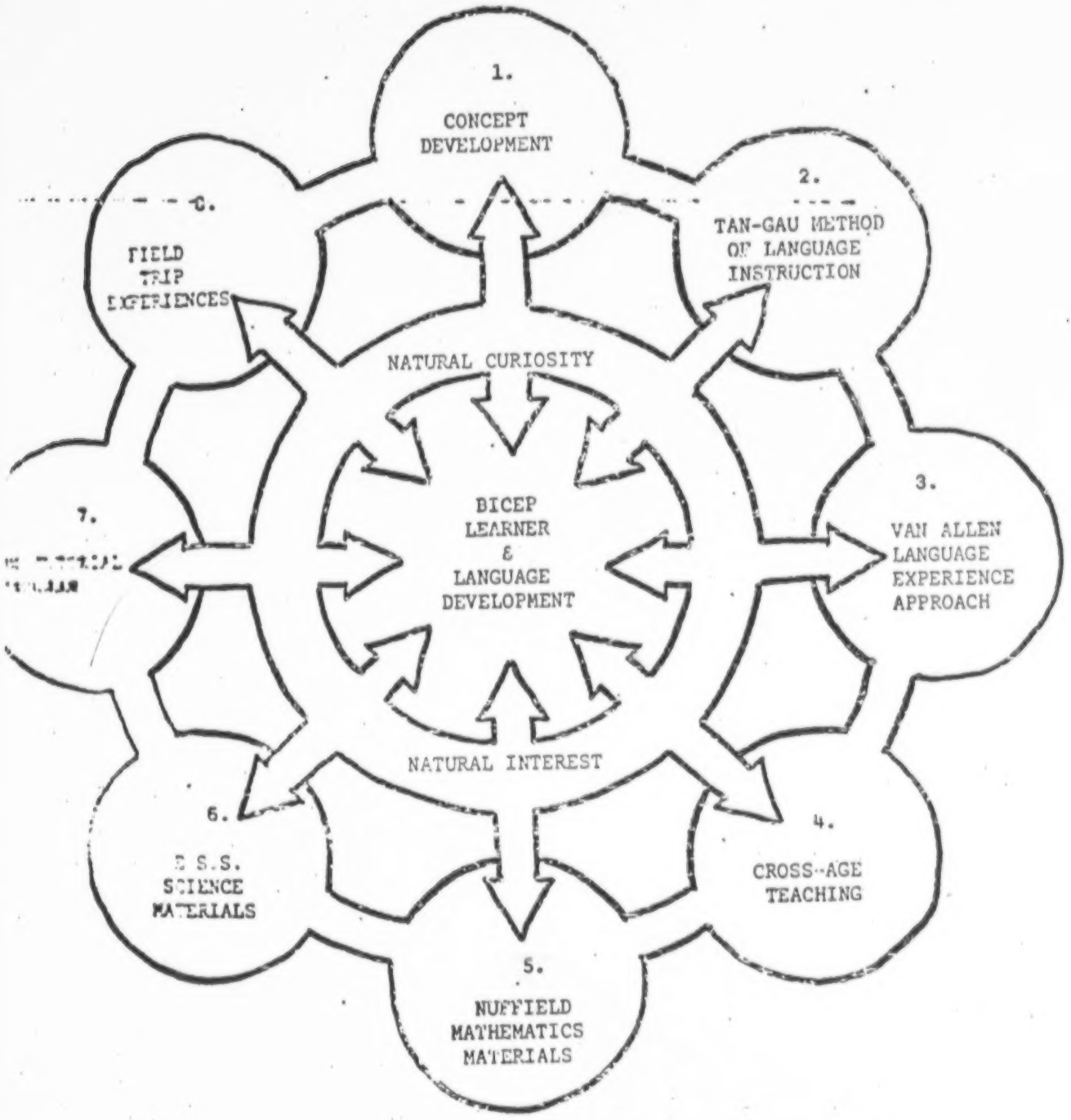
The role of teachers, BICEP staff, and parent volunteer aides is to implement and maintain the learning environment as described in the following section in which they can lead the BICEP learners from one level of conceptualization to the next; lead the students from their immediate interests to a logical learning process.

The focus of BICEP 1971-72 instructional component remains that of 1970-71-CONCEPT DEVELOPMENT (See description in 1970-71 proposal, Pages 17, 18, 21 and 22). During the 1970-71 school year, BICEP parents and staff have identified those sub-components that seem

appropriate in terms of current learning theory to facilitate concept development for BICEP learners.

In view of cultural, socio-economic considerations and current learning theory, the BICEP hypothesis is: terminal student objectives will be attained to the degree that the BICEP staff is able to implement each sub-component of the BICEP Language Development Resource Design.

BICEP LANGUAGE DEVELOPMENT RESOURCE DESIGN
for the
B.I.C.E.P. LEARNER



23.2 Cross-cultural awareness: 23.2 0
If project mentions specific values or modes of behavior of N-MT culture, please summarize below: (or attach xerox)
found in document ....., page # .....
0-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-MT culture involves (mark all that apply) 23.4 1, 2, 4
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal movements
2-Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NMT or MT
8-Other (specify)

P p42

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

23.3 1-if project mentions efforts to decrease ethnocentrism in either or both groups, describe below: (or xerox-document page/#) 23.3 0
0-none mentioned

23.4 In the bicultural component knowledge of the N-NNT culture involves (mark all that apply) 23.4 1,2,4
0-no bicultural component mentioned
1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements
2-Historical-cultural heritage of the past--contributions to art and science
3-'Deep' culture: family patterns and contemporary way of life.
4-Itemization of surface aspects of a country--geography, dates of holidays etc.
5-A specific culture only e.g. one Indian tribe
6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)
7-A third culture different from NNT or NT
8-Other (specify)

P p42

23.5 American culture is defined: 23.5 2
0-not specified
1-narrowly: primarily Anglo-Saxon orientation
2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed
3-other(indicate document and page number for xerox) or elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 ND
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 ND
0-group not specified
1-project children
2-adults of the project community
3-teachers
no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) 24.3 1, 3, 6, 7, 9, 19

0-method not specified
no-no provision for informing community
(1) bilingual newsletter
2- monolingual newsletter
(3) ews sent to mass media.
4-if articles included with project, check 4
5-bilingual fliers sent home
(6) formal meetings
(7) informal meetings open to entire community
8-meetings conducted in both languages
(9) home visits
(10) other (specify) (19) Individual meetings with project staff or teachers
11-project director personally involved in program dissemination. specify how

C 44
E 42
P 28

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3, 4, 5, 8

0-type not specified
no-not sought
1-existing community groups working with program
2-bilingual questionnaires
(3) community-school staff committees
(4) community advisory groups
(5) formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
(8) project director personally seeks involvement of community in program. specify how

see xerox 17g

C 44
P 24

meeting of parents' Tri-City Advisory Council with project director

cp 11

24.5 The school keeps informed about community interests, events and problems through: 24.5 no

no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2

0-not mentioned

8-meetings conducted in both languages
C 44 9-home visits
10-other (specify) (19) Individual meetings with project staff or teachers
E 42 11-project director personally involved in program
P 28 dissemination. specify how

24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 3,4,5,8
0-type not specified
no-not sought
1-existing community groups working with program see xerox 17g
C 44 2-bilingual questionnaires
(3)-community-school staff committees
(4)-community advisory groups
P 24 (5)-formal meetins open to the entire community
6-informal meetings with community groups
7-other (specify)
(8)-project director personally seeks involvement of community in program. specify how
meeting of parents' Tri-City Advisory Council with project director
cp 11

24.5 The school keeps informed about community interests, events and problems through: 24.5 NO
no-no mention of school seeking to be informed about community
1-meetings open to the entire community conducted in both languages
2-community representatives to the school
3-bilingual questionnaire sent to the home
4-home visits by school personnel
5-other (specify)
0-method not specified

24.6 The school is open to the community through: 24.6 2
0-not mentioned
no-school is not open to community for community use
1-opening school facilities to the community at large for use after school hours and on weekends
C, 15 2-providing adult education courses
3-other (specify)

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual program through: 25.1 6
1-newspaper articles
2-radio programs
3-TV programs
4-video-tapes
5-films
(6)-visitors to observe the program

25.2 Project's impact: 25.2 2

1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program
2-Project mentions other schools in the local educational system have started bilingual programs
3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: 26.1 hs

0-not mentioned
1-published measures
2-staff developed measures
3-staff translations of published measures
4-staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 hs

0-not mentioned
no-never
1-once or twice during the year
2-more than twice
3-regularly
4-other (specify)

26.3 Evaluator has met with teachers: 26.3 0-hs

0-not mentioned
no-never
1-once or twice during year
2-more than twice
3-regularly
4-other (specify)

27.0 EVALUATION PROCEDURE

pp 66 27.1 0-not specified 27.1 2
1-A comparison group has been chosen
2-A comparison group will be chosen

27.2 0-not specified (mark all that apply) 27.2 2,4,6,8
1-Pre-tests have been given to project group or sample
2- " will be " "
3-Post-tests have been given to project group or sample
4- " will be " "
5-Pre-tests have been given to comparison group
6- " will be " "
7-Post-tests have been given to comparison group
8- " will be " "